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ABSTRACT

This segment of the national evaluation study of the Follow Through Planned Variation Model reviews the background of the study, describes 13 of the Follow Through models involved, and presents an analysis of the effects of these models on students. The analysis is based on data from 4 years of Follow Through participation by Cohort II children and 3 years of participation by Cohort III children. The document begins with a description of the origins, definitions, and evaluation of Planned Variation. Also examined are the educational strategies employed by the various Follow Through models, the measures used to assess the models' effects on children, the overall characteristics of the sample, and the analysis strategy employed. The major portion of the document describes 13 Follow Through models, their ways of meeting stated goals and objectives, and the evidence of their effectiveness. More than 400 pages of data are appended. (JMB)

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EDUCATION AS EXPERIMENTATION: A PLANNED VARIATION MODEL

VOLUME IIIA:

FINDINGS: COHORT II
INTERIM FINDINGS: COHORT III

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EDUCATION AS EXPERIMENTATION:
A PLANNED VARIATION MODEL

VOLUME IIIA

FINDINGS: COHORT II
INTERIM FINDINGS: COHORT III

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PREFACE

This report, Volume III in a series of four volumes, has been prepared by Abt Associates Inc. under Contract Number 300-75-0134 for the U.S. Office of Education. These volumes contain results of a continuing evaluation of Project Follow Through.

The national evaluation of Project Follow Through, which was begun by the Stanford Reserach Institute (SRI) in 1969 and continued by Abt Associates Inc., beginning in July 1972, is designed to examine the effects of a variety of compensatory education approaches for improving the performance of disadvantaged children. The national evaluations have concentrated on examining the results of tests administered to children in the program, questionnaires submitted by the teachers and the parents, and interview data collected from the parents. Each successive year since 1969, the data collected on groups of children (cohorts*) and teachers have been accumulated for evaluation. Other evaluations such as those of Jane Stallings at SRI and Robert Soar at the University of Florida have examined Follow Through educational approaches in selected school districts by analyzing systematic observations of the Follow Through and comparison classrooms.

Volume I of the Abt Associates report, Education as Experimentation: A Planned Variation Model (Cline, et. al., 1974), was devoted to a series of cross-sectional studies of the kindergarten year of Cohort III children. These analyses contrasted the progress of the total sample of Follow Through children with that of the total sample of non-Follow Through children, Follow Through and non-Follow Through children within big cities, and Follow Through and non-

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*At present there are four cohorts of children: Cohort I entered the program in 1969, Cohort II in 1970, Cohort III in 1971, and Cohort IV in 1972. This cohort status applies to all children who entered either kindergarten or first grade (in school districts without kindergarten) during a given year. Although the largest and most intensively tested cohort is Cohort III, each cohort has been submitted to intensive analyses. (See Chapter One, Figure 1-1.)

Follow Through children within each of ten sponsors' kindergarten curriculum models. These studies were carried out using three levels of analysis (school, class, and child); they indicated that the sponsors' kindergarten programs produced a wide variety of effects. Analyses of parent and teacher data also showed varying patterns of Follow Through/non-Follow Through differences across the ten sponsor programs. In addition to the studies conducted on the Cohort III children, a brief sub-study was conducted of the Cohort I children who entered Follow Through in the fall of 1969 as first graders.*

The second report, Volume II (Cline, et. al., 1975), again focused on the Cohort III children. This report differed from the first in two respects. First, it focused on a group of children who could be traced from kindergarten through the end of first grade. Second, site level analyses were added to the previous child and school level analyses. This important addition was included because the first report had indicated that many of a sponsor's effects were strongly influenced by site-specific conditions. Follow Through/non-Follow Through comparisons for ten sponsors working with Cohort III children were made. We (pseudo-) replicated the one-year, cross-sectional study of the kindergarten effects on the sub-sample of traced children, and also analyzed the two-year longitudinal effects for ten sponsors. The results indicated that Follow Through children associated with three sponsors showed significantly higher performance levels than the non-Follow Through children at the end of first grade. Follow Through children in three other models also showed important effects which varied considerably across sites.

This year's report, Volume III in the series, is primarily focused on the Cohort II third grade outcomes. We have also included interim findings on Cohort III at the end of second grade. This report is both a continuation of and a departure from our previous reports. Once again, we have examined Follow Through effects at site level, and we present the Cohort III interim results through second grade, following up the Volume II report on effects through first grade.

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*Six curriculum models, which permitted us to examine the three-year longitudinal effects of Follow Through, were included in this study. This first longitudinal study of Follow Through produced the conclusion that the three years of Follow Through experience had not homogenized the effects of different sponsors' programs: children associated with the different programs still had widely varying performance levels.

The departures are more numerous, and will be discussed in greater detail in Chapter Four. Briefly, these departures include an analysis of the outcomes of four years in Follow Through on the Cohort II children. Although we dealt briefly in Volume I with the three-year effects of Follow Through on the Cohort I children who entered the program in first grade, this year provided our first opportunity to look at the results of a full four years of Follow Through involvement. We also have incorporated information yielded by the parent and teacher questionnaires as indicators of acceptance of the various curriculum models. Whereas in the two previous reports we have examined the parent and teacher data in monographs, in this report we discuss similarities and differences between the sponsor's stated goals and objectives and the observed learning environment as operationalized and as reported by the parents and teachers. The third departure is found in the analytic approaches which have been taken. Whereas in previous years we have analyzed the data using one statistical model which compares the Follow Through and non-Follow Through children within one (local) site alone, this year's report contains three parallel analyses. These analyses include comparisons of Follow Through children with non-Follow Through children at the same site, at a "best matched" site (which may or may not be the local site), and pooled across all sites. In addition we have provided standard scores and grade equivalent scores for the Follow Through and non-Follow Through groups of children. These multiple approaches permit us to increase our understanding of the effects of Follow Through.

Linda B. Stebbins, Ph.D.
Deputy Project Director and Editor

30 June 1976

ACKNOWLEDGEMENTS

We, the staff at Abt Associates, wish to express our sincere thanks to the many people who have contributed to the preparation of this report. In order to do so, we must first acknowledge that this document represents the collective efforts of our staff and consultants, the staff of the U.S. Office of Education's Office of Evaluation of Follow Through, and the staff of Huron Institute. While each group has had "official" responsibilities in the evaluation, there have been numerous occasions when all three staffs have worked together to develop alternative approaches to many of the complex problems encountered in the evaluation of Follow Through. Consequently, the following describes only minimally the scope of the contributions of each of the participants in this evaluation effort.

Mary Kennedy, the USOE Project Officer, has provided us with invaluable substantive and methodological assistance. Her thoughtful and creative approach to monitoring the contract has made the evaluation a staisfying project in which to participate. Eugene Tucker, Director of the Office of Evaluation of Follow Through, has also provided us with many useful suggestions to guide our work.

Walter Haney, Herbert Weisberg and Anthony Bryk of the Huron Institute, through their function of assisting USOE in monitoring our contract, have also provided us with invaluable and constructive suggestions for analytic strategies and report presentation. We appreciate their performing a difficult role in a manner which was encouraging and professional.

Besides USOE and Huron Institute, the Follow Through sponsors have also contributed to this report. We thank them for their careful review and helpful criticisms of the drafts we shared with them.

In addition to thanking groups outside Abt Associates for their support and encouragement, we would also like to acknowledge the contributions of our staff. Our consultants, Jacob Cohen, E. Kuno Beller, and

Alexander Mood have also contributed substantially through their criticisms and suggestions. Cohen has provided us with considerable assistance in the design of the analytic models. Beller and Mood have also made methodological and substantive contributions which have become part of the report.

The preparation and writing of this report has been accomplished through the collective efforts of the Abt Associates Follow Through staff. Whereas the authorship of particular chapters is noted within the report, the following briefly describes some of the behind-the-scenes contributions which made the report possible.

The management of the entire project was the responsibility of Richard B. Anderson, Project Director. Assisting him were Linda B. Stebbins, Deputy Project Director, and Thomas E. Ferb, Director of Analysis. The Project Secretary, Yevgenia Mackiernan attended to the myriad of details in managing the contract.

The tasks of integrating the raw data into the data base, writing software for data base extraction and analyses, and helping prepare data for analyses were accomplished by significant contributions of the data processing staff: Sanford Friedman, Michael Hagerty, and Paul Freyheit. Considering the massiveness of the task, their patience and technical skill were remarkable.

The wide-ranging analysis tasks were directed by Thomas E. Ferb. He also was responsible for the design of the multiple analysis strategies. Elizabeth C. Proper and Robert G. St.Pierre cleaned the analytic files and the attrition study. Linda B. Stebbins and Nancy Ames conducted the parent and teacher studies, respectively. Elizabeth C. Proper and Muriel T. Watkins performed the analyses of the sample and outcome measure characteristics. Analyses addressing additional substantive concerns were conducted by Thomas E. Ferb, assisted by Robert G. St.Pierre and a large support staff including Karen Ferb, Joann Jastrzab, Ennio Mingolla, David Poppe, Rosamund Ladner, Karen Keefe, Charles Brooks, Ellen Katzenstein, Tracy Stephens, and Mary I. Hickok. Each of these individuals contributed long hours of precise coding and checking of results.

The report writing and editing was directed by Linda B. Stebbins. Claudette Piper, the Administrative Aide, assisted in managing the report production, skillfully coordinated the Typing Center staff, and provided technical advice on all table layouts. Practically everyone on the staff contributed to initial written drafts of the report. Revisions and editing were accomplished through the efforts of a tireless group including D. Catherine Baltzell, Patricia Evans, Carol Safran, Ardelle Brebner, and Ennio Mingolla.

The staff of the Abt Associates Typing Center provided us with enormous flexibility and cooperation and Lynn Morgan contributed the creative design for the report cover.

PART ONE:

INTRODUCTION

CHAPTER ONE

INTRODUCTION

Linda B. Stebbins with D. Catherine Baltzell

The purpose of this report is to present the results of the continuing evaluation of Project Follow Through. The design of the Follow Through Planned Variation study offered an opportunity to examine longitudinally a large group of disadvantaged children through a diverse battery of measures. The evaluation provides a basis for examining the efficacy of various approaches to compensatory education.

Origins of Planned Variation*

The origins of Follow Through can be traced to an early evaluation of project Head Start (Wolff and Stein, 1966). This evaluation indicated that although school readiness had been increased by the 1965 Head Start experience, these increases were not reflected in the achievement test performance of the children at the end of their kindergarten experience in 1966. Although some critics viewed this study as raising essential questions about the value of Head Start, the Johnson administration proposed an alternative. On January 10, 1967, President Johnson's state of the union message contained a proposal in which he suggested that 120 million dollars be allocated under the Economic Opportunity Act for a Follow Through program to serve up to 200,000 disadvantaged children during fiscal year 1968.

Prior to Congressional approval, officials of the Office of Economic Opportunity (OEO) and the U.S. Office of Education (USOE) developed a memorandum of understanding about the utilization of these funds. According to the memorandum, USOE would administer the program, but the final authority for allocation of the Follow Through funds would rest with OEO, and the projects funded would include all major components of the OEO community action programs. This plan insured that Follow Through would extend the Head Start community action model into the public schools and serve all children who qualified under local criteria as disadvantaged.

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*This section is an abstracted version of Chapter One, Volume IA of Education as Experimentation: A Planned Variation Model.

When the OEO budget was finally authorized by Congress, one-eighth of the original 120 million dollars, or 15 million dollars, was allocated for Project Follow Through. The impact of this severe reduction in expenditure made a full-scale service program impossible. Therefore, it was decided to use the funds for an experimental program.

Follow Through as an experimental program was to be implemented through an approach known as "planned variation." This approach systematically introduced a variety of well-defined programs into the kindergarten through the third grade years of public education in some school districts. To make the concept of planned variation functional, USOE involved educational specialists, each sponsoring a different educational model in a group of school districts. The strategy was novel in two ways. For the first time, research institutions, institutions of higher learning, and others with theoretical and experimental ideas about the education of children were asked to transfer their ideas from the college classroom, the text books, or the laboratory school setting into the public school classrooms. Second, school districts which had previously been relatively independent of outside intervention were asked to enter into a partnership with a change agent. Participating school districts were required to select a sponsor (or an independent education approach) and to work with this sponsor in the implementation of that approach.

As the concept of sponsorship was developing, it also became evident that very few well-developed approaches to early education of disadvantaged children were ready to be implemented in the primary grades. To get the project under way, USOE officials indicated that the sponsor of each experimental model would be expected to develop and refine the model as experience in the field was acquired. The refinement process included becoming more proficient in implementing the model under a variety of site-specific political, social and educational conditions. In fact, most sponsors were required simultaneously to develop implementation plans/strategies and instructional plans. Implementation of Follow Through was a project without a precedent.

Selection of the participants in the Follow Through planned variation experiment was a complex process. School districts were selected from those initially nominated by state school officials and state OEO officials. The criteria used in selecting the districts indicate that the program administrators were less concerned with the effect of the selection process on the external validity of the results than they were with choosing districts with a high probability of success in the first year of the program. The criteria specified, for example, that candidates were to be capable of mounting a comprehensive social service program in a relatively short period of time, that they had to be willing to participate in an experiment not yet fully designed, and that they had to have a well-established, cooperative relationship with the local community action agency (Elmore, 1975, p. 468). Sponsors, on the other hand, were initially identified by USOE during early planning meetings and invited to submit proposals to serve as Follow Through sponsors. The selection process occurred between mid-January, 1968, and the beginning of the academic year 1970-1971. The process of matching the sponsors with the school districts began in late February, 1968, when 14 potential sponsors and "hundreds of representatives of school districts, Head Start Programs, Community Action Agencies, Parent Groups, and state agencies were brought together" (Egbert, c. 1971). The sponsors at this meeting made presentations on their approaches while the community representatives and school officials listened, each seeking a sponsor which seemed compatible with their needs and their attitudes. At the conclusion of this meeting, sponsors were selected by one or more of the districts involved. Some districts affiliated with their first choice, others because of the need to distribute sponsors among sites, with their second or third. Other districts exercised their option not to affiliate but to become what is known as "self-sponsored."

Definition of Planned Variation

The Follow Through program as it was defined by these pairs of sponsors and school districts consisted of two sets of components: social service and educational. Social services and parent and community paricipation were mandated by the enabling congressional legislation. All districts were legally required to provide for the following:

- medical and dental services;
- nutritional programs;
- social service programs; and
- guidance and psychological services.

In the agreement to participate in the Follow Through program, each school district and sponsor agreed to provide these mandated components. These components were not subject to "planned variation" or evaluation (Elmore, 1975). The second component, education, was the essence of planned variation. Educational strategies included:

- highly structured projects emphasizing academic skills in reading and arithmetic;
- projects stressing cognitive thinking through asking and answering questions, problem solving, and creative writing;
- projects emphasizing social-emotional development and encouraging exploration and discovery in academic areas; and
- projects focusing on preparing parents to improve the education and development of their children (GAO, 1975, pp. 3-4).

To participate in the implementation of one of these education strategies school districts agreed to:

- affiliate with a program sponsor (some were allowed to remain self-sponsored) and cooperate in implementing the approach;
- establish articulation between primary programs and preschool programs, by selecting children with Head Start or similar preschool experience into the program;
- contribute an amount of Title I money equal to 15 percent of the Follow Through monies or 10 percent of the Title I grant, whichever was less;
- involve parents and community participants in the program planning; and
- engage in teacher and staff training and development.

According to Egbert (1973), sponsors were also to serve several critical functions:

- provide the community with a well-defined, theoretically consistent and coherent approach that could be adapted to the local conditions;
- provide the continuous technical assistance, training, and guidance necessary for local implementation of the approach;
- exercise a "quality control" function by constantly monitoring the progress of the implementation;
- serve as an agent for change as well as a source of program constancy to assist the community in retaining a consistent focus on the objectives and requirements of the approach rather than responding in an ad hoc manner to the daily pressures on project operations;
- insure implementation of a total program, rather than a small fragment, such as reading, with a resulting possibility for a major impact on the child's life; and
- provide a foundation for comprehending and describing results of evaluation efforts (p. 16).

From the beginning the Follow Through Planned Variation experimental program was highly complex, defined only in terms of the intent to "find out what works," and exceedingly dependent upon the sponsor's ability to develop preschool strategies into elementary school programs and to simultaneously work out the implementation issues.

Evaluation of Planned Variation

The Follow Through planners did not fully appreciate at the outset the difficulty of alleviating the complex problems of poverty which they intended the program to overcome. The general consensus was that the program impact would be so great that the evaluation design, no matter what its level of sophistication, would easily demonstrate the Follow Through effect. As Egbert (1973) says:

> [i]ts design stemmed from the conviction that sufficient improvement could be effected in the institutions serving children that children's development would be so markedly superior as to be readily demonstrated on measures of

> achievement, cognition, self-concept, social maturation, and capacity to function independently. Follow Through's design was born also from the conviction that unless such substantial differences were manifest, the really massive increases in spending that would be required could not be justified. In view of the results reported by Miller, Engelmann, Gordon and others in the January, 1968, meetings of prospective sponsors, this conviction did not seem unrealistic, assuming that programs developed in small scale settings could be implemented on a larger scale in a number of communities (p. 25).

This conviction led to the assumption that evaluation of the Follow Through model would readily demonstrate the effectiveness of the program. The national evaluation was designed to address the following questions:

- Does Follow Through have a greater impact on disadvantaged children than do regular school programs?
- Do various education strategies being tested in Follow Through have different impacts?
- Do differences in impact have any relationship to the characteristics of children, e.g., socioeconomic status and preschool experience?
- Do differences in implementation of an educational strategy bear any relationship to differences in impact?
- Do some educational strategies consistently show better results than others over time, or does the impact vary from year to year?

The early evaluation planners foresaw the advantages of collecting vast amounts of longitudinal information about the Follow Through (FT) children (and non-Follow Through (NFT) comparison children), their families, and their teachers for the purpose of addressing the research issues. As shown on Table 1-1, this massive data base encompasses four cohorts of children. These cohorts are divided into seven specific groups, otherwise known as streams (entering kindergarten [EK] or entering first grade [EF]). This table shows the assignment of children to cohorts and streams by grade level for each successive school year beginning in 1969. Although some sponsors implemented programs in certain sites in 1968, none of the data collected during that year were ever considered subject to evaluation.

Table 1-1

FOLLOW THROUGH CHILDREN BY COHORT, STREAM, AND GRADE LEVEL BY YEAR

	69-70	70-71	71-72	72-73	73-74	74-75	75-76
Cohort I							
EK*	K	1	2	3			
EF**	1	2	3				
Cohort II							
EK		K	1	2	3		
EF		1	2	3			
Cohort III							
EK			K	1	2	3	
EF			1	2	3		
Cohort IV							
EK				K	1	2	3

*EK = entering kindergarten stream
**EF = entering first grade stream

From the beginning, a number of research projects have investigated the impacts of Follow Through. Some projects pursued questions of program description; others have investigated parent attitudes and characteristics; still others have studied institutional change and instrument development. This report contributes to the total evaluation by concentrating on assessments of the child, parent, and teacher data.

Beginning with the Cohort I group and continuing through Cohort IV, each cohort was to be subjected to more or less intensive evaluation. National evaluations on these data began in 1969 with the entry of the Cohort I children. Stanford Research Institute (SRI) was the contractor responsible for designing both the data collection and evaluation in conjunction with the USOE program staff. By late 1971, it was decided that the joint design efforts by SRI and USOE were not workable. Change in the national evaluation strategy was recommended by various reviewers. To accomplish this change,

> [USOE], assisted by a consulting group, assumed full responsibility for specifying the experimental design, tests, and the projects where testing would be done. (GAO, 1975, p. 9)

In 1972 Abt Associates Inc. was awarded the national evaluation contract for data analysis of the student achievement, parent, and teacher data. By this time it was apparent that it would be necessary to address the research issues indirectly, because of several evaluation problems which were not adequately taken into account in the initial design:

- lack of specificty of treatment;
- limitations of the measurement battery; and
- weakness of design.

Each of these problems is discussed in detail below.

Lack of Specificity of Treatment

Changing the Follow Through program from a major social service program to a planned variation experiment brought the difficulty of specification and stabilization of treatment into focus.

> [A]dministrative decisions were never fully rationalized with the authorizing legislation, that is, the legislation authorized a social action program; administration decreed that the program should be experimental. Legislators, community action agencies, OEO regional offices, and others were never apprised of this decree except by Follow Through program personnel. (Egbert, 1973, p. 27).

In effect, the Follow Through program retained all social service components and varied the education component only. The field effort was mounted very rapidly; sponsors were not provided sufficient time to define their educational treatments in a manner entirely suitable for evaluation. The programs as they existed were defined in a manner more suited to a service program where even educational treatments could be continually adjusted in response to client needs. Recognizing that the educational treatments development in small scale, laboratory-type settings would require adjustments in the "real life" situations, USOE required the sponsors to continue to refine their educational treatments. This situation has several consequences for the evaluation:

- Over time, the specific sponsor goals and objectives have shifted with the exigencies of field operation, and to this day they remain somewhat in a state of flux. This makes evaluation of sponsor goals and objectives, extremely difficult. However, national Follow Through program accountability (as expressed in the issues specified above) can be addressed.
- For purposes of evaluation, treatment was defined as the planned variation of educational program. Yet each treatment comprises two components -- social services _and_ education. Therefore, complete treatments, i.e., educational programs _plus_ social services, are not evaluated.
- Frequent changes in sponsor emphasis on certain goals and objectives plus the restriction of measures of educational outcomes have made adequate assessment of implementation impossible. Therefore the research issue, "Do differences in implementation of an educational strategy have any relationship to differences in impact?" cannot be addressed. (Parent and teacher data related to implementation are used as descriptive material only.)
- The lack of tight control over treatment at the district level may, in some instances, have permitted diffusion of the Follow Through treatment into the non-Follow Through classrooms, thus contaminating the comparison groups. However, it must be noted that even where this may have occurred, comparison classrooms do not have the extensive support available to the Follow Through program.

Even though these problems in the specification of treatment exist, sponsors have changed neither their basic philosophical orientations nor the thrust of their educational strategies, and it is in terms of these broad strategies that we can appropriately evaluate the sponsors' performance.

Limitations of Measurement Battery

Although considerable effort by USOE and others was expended on the selection of an adequate battery of measures, it was realized that no common battery could be developed that would encompass all the various sponsors' goals and objectives. As an alternative, in July 1972,

> . . .the OE official in charge of the evaluation request[ed] the sponsors to make their objectives explicit and to devise evaluation plans for those objectives not covered in the national evaluation. OE followed up on this request with a memorandum to the sponsors in November 1972. (GAO, 1975, p. 11)

While many sponsors have conducted their own evaluations, this national Follow Through evaluation does not include the individual sponsors' evaluations in its scope.

The battery of measures designed for the national evaluation was also limited to existing instruments. Adequate measures of growth and development of children from low socioeconomic status families were not available. In fact the only measures available had been standardized for the middle-class population.

Weakness of Design

Because of the commitment to deliver a service program to those most in need and because it was initially assumed that Follow Through would have a powerful and highly visible impact, the need for a true experiment was not recognized. Children were not randomly assigned to treatment and comparison groups. This fact has created several design biases.

In most cases the Follow Through participants were selected from among the "most difficult" children in the community. As documented by GAO (1975):

> The May 1969 memorandum of understanding [between OEO and OE] required that, with rare exceptions, at least 50% of the children participating in each Follow Through grade have preschool experience, preferably a full year, and come from families whose incomes meet Head Start income eligibility criteria at the time of enrollment in Head Start. However, OE's draft program manual, dated February 1969, provided that, with rare exceptions, at least one-half of the children from low income families in each Follow Through project have a full year of Head Start or comparable preschool experience. According to OE officials, the projects received the manual criteria but not the memorandum criteria. (p. 41-42)

These criteria did not exclude children with special education needs. Using the OE program manual, some communities chose to include the mentally handicapped and/or emotionally disturbed. Other communities chose to exclude these children. In addition, some communities met only the minimal criterion of 50 percent low income children and allowed higher income children to make up the remaining 50 percent. The data indicate that there was considerable variation in the range of children served and the distribution by sponsor and by site does not appear to be random.

The problem of selecting appropriate comparison groups was complicated by a number of considerations. According to Emrick, Sorenson, and Stearns (1973), SRI attempted to obtain comparison groups which were as similar as possible to the treatment groups within each district or proximal district.

> That is, to the extent possible, comparison schools [were] selected because of similarity with the FT school characteristics, such as ethnic composition, general level of poverty of pupil families and type of neighborhood. The purpose for obtaining these matched comparison groups [was] to provide a basis for validly assessing the Follow Through program impacts by contrasting measures obtained from the comparison groups with those obtained from the FT groups. Thus, if matching [was] successful, the only relevant variable on which the two groups differ [was] Follow Through and differences on measures would be valid indicators of FT's effects. But the comparison schools participated on a voluntary basis and since these comparison groups [were] constituted after a Follow Through program [was] implemented and designated for inclusion in the evaluation, such matching was accomplished with a highly variable degree of success. (p. 21)

Further complicating the NFT picture is that, with the growth of federal funding for compensatory education efforts over the past ten years, many of the "regular" school programs serving the NFT comparison children have come to encompass other compensatory programs such as Title I. Thus the NFT treatment includes both traditional programs which do not receive any additional funds and heavily supported, specially developed compensatory programs.

Another problem arising from the design is the imbalance of sponsor site distribution by region and city size that arose from the self-selection of sites to treatment. Although this problem was foreseen during the selection process and some attempts were made to correct the situation, the resulting distribution of sites by region and city size is not balanced. Even the careful sampling for evaluation from among the sites associated with particular sponsors has not alleviated the difficulties of making cross-sponsor comparisons.

In summary, the national Follow Through evaluation is subject to many of the problems inherent in field social research (i.e., non-random assignment, unclear definition of treatment, problems of assessing implementation, less than ideal instrumentation) and careful judgment must be used in drawing conclusions. Nevertheless, this evaluation, which has been structured to counter these problems to the degree possible, reveals meaningful patterns and provides valuable empirical information on program impact. Despite the lack of a true experiment, evaluation of these planned variations provides us with an opportunity to examine the educational strategies under real life conditions as opposed to contrived and tightly controlled, laboratory conditions.

PART TWO:

FOCUS OF THE REPORT

CHAPTER TWO

EDUCATIONAL STRATEGIES AND MEASURES OF EFFECTIVENESS

Linda B. Stebbins, D. Catherine Baltzell and Elizabeth C. Proper

The Follow Through sponsors espouse a wide range of approaches to the education of children from low socioeconomic status families, as the research strategy of planned variations requires. The objectives of the sponsor approaches vary accordingly, as do the suggested associated measures of goal attainment. Some sponsor goals relate directly to the dimensions that standardized tests aim to measure; other do not lend themselves to any well-developed or economical means of assessment. To evaluate each sponsor's performance on every measure of interest to any sponsor would impose unreasonable costs and burdens on the evalation and on the people involved; the measures actually administered therefore represent a compromise between the demands of diversity and the practical constraints of resources.

Educational Strategies

The total Follow Through program embraces 22 sponsors working with nearly 170 sites. These sponsors are representatives of the spectrum of approaches to early childhood education existing in 1968-1971. This evaluation report includes evidence on the progress of children served by the 14 sponsors listed in Table 2-1 (counting the five Self-Sponsored sites as a single sponsor or group). These sponsors share the perception that some children in our society, particularly those from families with low socioeconomic status, have special educational needs. Each of the diverse approaches to compensatory education during the 1960's was based in various ways on two hypotheses. The first one was known as "cultural deprivation." This hypothesis says that the academic failure of certain "disadvantaged" children is based on the lack of adequate cognitive and affective

Table 2-1

FOLLOW THROUGH SPONSORS INCLUDED IN COHORT II ANALYSES

SELF-SPONSORED - New York City, NY
SELF-SPONSORED - Philadelphia, PA
SELF-SPONSORED - Detroit, MI
SELF-SPONSORED - Portland, OR
SELF-SPONSORED - San Diego, CA

RESPONSIVE EDUCATION PROGRAM
Far West Laboratory for Educational Research and Development

TUSCON EARLY EDUCATION MODEL (TEEM)
Arizona Center for Early Childhood Education

BANK STREET COLLEGE OF EDUCATION APPROACH
Bank Street College of Education

DIRECT INSTRUCTION MODEL (DIM)
University of Oregon - College of Education

BEHAVIOR ANALYSIS APPROACH (BA)
Support and Development Center for Follow Through - University of Kansas

COGNITIVELY ORIENTED CURRICULUM MODEL
High/Scope Educational Research Foundation

FLORIDA PARENT EDUCATION MODEL
University of Florida

EDC OPEN EDUCATION FOLLOW THROUGH PROGRAM
Education Development Center

INDIVIDUALIZED EARLY LEARNING PROGRAM * (IELP)
University of Pittsburgh- Learning Research and Development Center

INTERDEPENDENT LEARNING MODEL (ILM)
New York University - Institute for Developmental Studies

LANGUAGE DEVELOPMENT (BILINGUAL) EDUCATION APPROACH
Southwest Educational Development Laboratory (SEDL)

HOME-SCHOOL PARTNERSHIP: A MOTIVATIONAL APPROACH
Southern University and A & M College

CALIFORNIA PROCESS MODEL
California State Department of Education- Division of Compensatory Education

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* Cohort III, only.

development, which middle class children usually obtain from preschool experiences. To make up for this deprivation in preschool experiences, special programs of compensatory education were designed to alleviate socially induced handicaps.

A second hypothesis, and an alternative to the "cultural deprivation" theory, is based on the premise that academic failure among disadvantaged children is directly attributable to inept practices, low expectations, and negative attitudes on the part of the school staff.
Proponents of this theory felt that "early socialization under conditions of poverty and discrimination, although hardly conducive to optimal development, by no means precluded effective learning in schools" (Wilkerson, 1970). In short, what was needed was not compensatory education, but "good teaching".

The hypotheses underlying the sponsors' educational strategies are not at issue. The Follow Through program, by virtue of its overall strategy and implementation, is designed to alleviate either of these conditions if they exist. Furthermore, all Follow Through sponsors share the expectation that these conditions can be alleviated: that improvement of the children's opportunities for emotional and intellectual development will enhance their chances for advancement in our society. Although the instructional approaches vary, the following elements are considered essential to each sponsor's educational strategy (USOE, 1973):

> - Development of children's learning abilities.
> - Individual and small group instruction and frequent exchange between children and concerned adults.
> - Commitment to making learning interesting and relevant to the child's background.
> - Belief that the child's success in learning is inseparable from his self-esteem, motivation, autonomy, and environmental support. (p. 11)

The Follow Through programs clearly reflect a broad spectrum of strategies for compensatory education. Examination of each sponsor's goals and objectives reveals that the philosophical bases underlying the sponsor approaches vary widely. Some are more oriented toward basic skills achievement, while others are more concerned with developing a desire to learn. Still others are oriented to learning how to learn. Despite obvious differences among sponsors, they all pursue the educational and social objectives of the Follow Through program.

Classification by Goals and Objectives*

For the purpose of this evaluation, sponsors are classified according to their stated goals and objectives for classroom learning environments along two dimensions previously used by White, et al. (1973) in a classification of many of the same sponsors' preschool programs: theoretical orientation and degree of structure.** Three major philosophical orientations are found in the sponsors' descriptions: reinforcement learning theory, cognitive development theory, and psychodynamic theory. White, et al. (1973) have defined these three major orientations as follows:

> [The] behavioristic approach maintains that all behaviors are learned, it implies that educational disadvantage exists because specific pre-academic and/or social skills necessary to success in school have not been acquired. These skills must be taught to the child using appropriate instructional techniques to attain specified behavioral objectives. The contingencies between environmental stimulus and child response and/or child stimulus and environmental response are carefully planned in advance, with reinforcement (or reward) being used to encourage the desired behaviors.
>
> The cognitive development approach emphasizes the process of cognitive growth more than the learning of specific content. It is assumed that the disadvantaged child has not had sufficient experience with his world in a manner that is conducive to cognitive growth. He needs appropriate interactions with people and materials to learn how to process information and solve problems in a logical and efficient manner. Often, in addition, his verbal skills as they relate to thought processes are inadequate. Instructional techniques

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*Many researchers have attempted to categorize the Follow Through models according to various dimensions specified in the models. The programs are usually classified along two dimensions: the theoretical orientation and educational philosophy underlying the programs (Maccoby and Zellner, 1970; White, et al., 1973), or the curriculum or educational goals (Bissell, 1973; Cline, et al., 1974; Egbert, 1973).

**Sponsor's goals and objectives are stated in several sources, i.e., USOE (1973), Judd and Wood (1973), and sponsor descriptions from 1975 proposals.

> vary, but the child's self-guided activity and experimentation with various aspects of the environment are seen as important. Learning is facilitated when there is a "match" between the child's level of cognitive development and the experiences encountered.
>
> [The] psychodynamic approach considers socioemotional goals to be essential for optimal development of the "whole" child. Learning pre-supposes the development of a "healthy" individual. A positive self-image, trust, emotional stability, constructive peer relationships, etc., are essential to successful learning. Instructional technique emphasizes the quality of interpersonal relationships and an environment which supports self-actualization. Free choice and self-determination are important. It is usually assumed that the child "knows what is best" for his personal growth (pp. 121-122).

The trichotomy of philosophical orientations defined by White, et al. (1973) is based on the sponsors' preschool programs. The psychodynamic orientation has been modified for the Follow Through program in kindergarten through third grade. The educational strategies used by the Follow Through sponsors who emphasize this approach also include a cognitive component of encouragement of exploration and discovery in academic areas. White, et al. (1973) also have classified the structure dimension, as follows:

> High structure involves the predetermination of both teacher and child behaviors by the curriculum. In this case the teacher follows a specifically defined role prescription developed by the project planners. The child's behavior is directly dependent upon the teacher's and also fits the prescribed role. Neither teacher nor child behavior should vary greatly among classrooms implementing the same curriculum (p. 123).
>
> The middle of the structure continuum included both projects with a mixture of high and low structure situations which offer broad guidelines for teacher and child. Many projects use highly structured instructional periods and periods of free play. Also, many projects delineate long-term goals that do not provide step-by-step curriculum for obtaining behavioral objectives. For example, it may be specified that every child should learn [math, reading, and spelling] without specifying how the child is to be taught (p. 124).
>
> In low structure models. . .teachers are free to act on the basis of their own feelings, intuitions, educational philosophy, etc., as long as they are congruent with the

> overall goals of the project. Both teacher and child are free to choose curricular activities and to act spontaneously according to their needs. Individual behaviors vary widely from classroom to classroom since there are not specified behavioral objectives (p. 123).

The low structure models are highly dependent upon the teachers' ability to "plan structure" which moves the individual student toward program goals.

Table 2-2 shows a classification of one Follow Through model with stated goals and objectives for the classroom learning environment. The four models which do not specify a classroom instructional component (Self-Sponsored, Parent Education, Home-School Partnership, and California Process) cannot be entered in this matrix. A detailed description of each model is included in Chapters Five through Eighteen.

Table 2-2

TYPOLOGY OF SPONSORS WITH RESPECT TO THE CLASSROOM LEARNING ENVIRONMENT

Degree of Structure	Theoretical Emphasis		
	Behaviorist	Cognitive	Psychodynamic
High	Behavior Analysis Direct Instruction Model		
Medium		Cognitive Curriculum TEEM ILM SEDL	Responsive Education
Low		EDC	Bank Street

In general, the models adopting a behaviorist educational strategy in the classroom (Behavior Analysis and Direct Instruction) use a highly structured approach. The primary emphasis of these models is on the development of basic skills, particularly reading and math. A second group of models (Cognitive Curriculum, TEEM, ILM, and SEDL) use a medium structured cognitive approach to to develop problem solving skills. The psychodynamic approaches (Responsive Education, Bank Street, and EDC) tend to have medium to low structure and place emphasis on both the acquisition of self-esteem and cognitive thinking processes. The unclassified sponsors place greater emphasis on parent/community involvement than on the classroom environment in improving the education of children.

Sponsors differ, not only in their approaches to instruction, but also in their approaches to parental involvement. In their stated goals and philosophies, sponsors vary along two parental involvement dimensions: the degree to which the sponsor systematically uses parents as teaching agents, and the degree to which the sponsor emphasizes the home environment as a mediating force in the child's education.

The first dimension reflects sponsor emphasis on defining a pedagogical role for the parents and on providing the training and materials necessary to fulfill this role. For this dimension we specify three levels. The first indicates a low level of sponsor involvement in training parents to teach their children; the second a moderate level; the third a high level of effort in training parents to use appropriate methods and materials in teaching their children.

The second dimension reflects sponsor emphasis on the importance of the home environment as an influence on the child's education and the degree to which the sponsor attempts to affect that environment. This dimension also is divided into three levels which indicate low, moderate, and high emphasis, respectively. Using these two dimensions, sponsors can be classified as shown in Table 2-3.

The models in the first cell of the matrix (EDC, California Process, and SEDL) make little mention of parental involvement in their stated goals and objectives. Those models which place high emphasis on the home environment (Home School-Partnership, Cognitive Curriculum, Direct Instruction, Parent Education) differ more in the techniques by which they try to affect

Table 2-3

TYPOLOGY OF SPONSORS WITH RESPECT TO HOME LEARNING ENVIRONMENT

Utilization of Parents as Teaching Agents	Emphasis on the Home Environment:		
	Low	Moderate	High
Low	EDC California Process SEDL	Bank Street	Home-School Partnership
Moderate	Behavior Analysis TEEM	ILM	Cognitive Curriculum Direct Instruction Model
High		Responsive Education	Parent Education

the home environment than they do in the degree of emphasis they place upon the home environment as a mediator in the child's education. Three other models (Bank Street, ILM, Responsive Education) place a moderate emphasis on the home environment. These models recognize the need to involve parents; they pursue their goals through varying programs and training strategies.

Indications of Acceptance of the Model Tenets

To evaluate the effectiveness of a particular planned variation strategy requires both a clear description of the essential elements of the educational strategy treatment, and some indication of whether or not implementation has been attained. The educational strategies and intended outcomes, introduced in the preceding section and discussed more fully in the sponsors' chapters (Chapters Five through Eighteen), describe how elements of the learning environment, both in the classroom and/or the home, should operate. While numerous conditions (e.g., community and school support) could influence the acceptance of the sponsor's models, it seems reasonable to expect that after five years (1969-1974) there should be some indications of acceptance of the intended principles of classroom and home learning environments which could be measured.

Two sources of data are available on the Follow Through and non-Follow Through classrooms: (1) classroom observation data collected in a small sub-sample of sites associated with some sponsors in the analytic sample, and (2) Teacher Questionnaires administered to all Follow Through and non-Follow Through teachers during the spring term each year. Of these two data sources on classroom behavior, the Teacher Questionnaire has been chosen for use in this report because at least some information is available on all sites in the analytic sample, and because the domains of questions are similar to those derived from the classroom observation data.*

The only source of data on the home learning environment is the Parent Interview, administered in the spring of the kindergarten year and again in the spring of the third grade year. (Cohort III entry Parent Interviews were collected in the fall.) Due to the late administration of the entry Parent Interview, only the exit interview was selected for use in this analysis.

Classroom Learning Environment

Various items from the Teacher Questionnaire administered to third grade teachers have been empirically selected and grouped into five clusters.**

These clusters, as shown in Table 2-4, include:

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*The Teacher Questionnaire was redesigned in 1973 to collect data on many of the domains which emerged from the classroom observation studies.

**These constructed variables have been developed from a Pearson correlation matrix of the teacher variables. The correlations were submitted to a cluster analysis. The method of reciprocal averages was employed to develop item weights for each item response in each of the cluster variables. Finally, the cluster scores were standardized across the Follow Through and non-Follow Through teachers. For a more detailed discussion of this procedure, see Volume I-B of Education as Experimentation: A Planned Variation Model. The analysis plans of the Cohort III third grade data include a factor analysis of the Teacher Questionnaire.

Table 2-4

SELECTED CLUSTER VARIABLES DEVELOPED
FROM THE SPRING, 1974 TEACHER QUESTIONNAIRE

	Reliability[*]
Teacher Centeredness	.69
Teacher imparts vs. child gathers information	
Adults initiate interactions	
Lesson plan is followed closely	
Work and play are distinguished	
Flexible Classroom	.53
Children work independently vs. under adult supervision	
Children choose their own activities and materials	
Children interact freely	
Children change places freely	
Individualization of Instruction	.25
Various activities occur simultaneously	
Individual vs. group needs are dominant	
Teacher seldom works with the whole class in reading, writing or math	
Academic (vs. Emotional) Emphasis	.68
Teacher places relatively little value on helping the child feel important	
Teacher places relatively great value on developing basic skills	
Teacher places emphasis on subject matter vs. emotional needs	
Satisfaction with Sponsor (FT Only)	.92
Teacher would choose to teach in FT next year	
Teacher would recommend FT to a parent	
Teacher would advise friend to teach in FT	
Teacher would continue with Sponsor's approach	
Sponsor's approach suits teacher's style	
Sponsor's approach meets pupils' learning needs	

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[*] Coefficient alpha was used to estimate reliabilities.

- Teacher-Centeredness--the degree to which the classroom is controlled and structured by adults;
- Flexible Classroom--the degree to which children work independently and exercise freedom of choice;
- Individualization of Instruction--emphasis on small group instruction;
- Academic (vs. Emotional) Emphasis--the degree to which teachers emphasize basic skills rather than social-emotional development; and
- Satisfaction with sponsor--teacher's liking for and assessment of the sponsor's approach.

These clusters provide a basis for estimating the types of programs implemented in the Follow Through classroom. For example, the teacher-centeredness and classroom flexibility clusters provide empirical estimates of the structure dimension. A high degree of structure is reflected by an above-average degree of teacher-centeredness and a below average degree of classroom flexibility. In contrast, a low degree of structure is reflected by a below average degree of teacher-centeredness and an above-average degree of flexibility. The academic emphasis cluster provides an empirical estimate of the theoretical orientation dimension. Sponsors with a behavioristic approach place a high degree of emphasis on academic skills development while those with a social-emotional thrust minimize academic skills development, per se. Sponsors with a cognitive approach tend to place a greater degree of emphasis on academic skills than do sponsors who endorse a social-emotional emphasis; however, cognitively-oriented sponsors do not emphasize academic skills to the degree that behaviorist sponsors do. Thus, behaviorist sponsors might be expected to show greater than average academic emphasis, cognitive sponsors, average, and social-emotional sponsors, below average. While the individualization of instruction and satisfaction with sponsor clusters do not correspond to sponsor typology dimensions, they nevertheless provide interesting and important information about the classroom learning environment.

Home Learning Environment

Certain items from the Parent Interview administered at the end of third grade have also been empirically constructed into twelve factors.*

Ten of these factors are referred to in sponsor Chapters Five through Eighteen. The factors shown in Table 2-5 include the following:

- School Helped Children--parents' perception that school enhanced child's development in a variety of social, cognitive, and academic areas;
- School Helped Parents--parents' perception that school helped them understand how to participate in childs' education;
- Child's Adjustment to School--parents' perception that child is progressing satisfactorily and will continue to do so;
- Parent Advisory Council (PAC) Involvement--parent is or has been participating member;
- Child's Emotional Adjustment--parents' perception of child social emotional adjustment;
- Parent Visits--nimber of visits to school and program personnel;
- Parent-Child Interaction--amount of interaction about school-related topics and time spent reading together;
- Parent Focus--parents' perception of control over their own environment;
- School Receptivity--parents' perception of school's responsiveness to their inputs;
- Talks with Teachers--number of times parent discussed child's education with teacher;
- School Helped Parent Personally--degree of help parent has received from child's school; and
- Satisfaction with Teacher--degree of satisfaction expressed by both parent and child.

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*The parent factors were developed from a Pearson correlation matrix which was adjusted for missing pairs of variables. A multiple R^2 was inserted in the diagonal as the commonality estimate. The matrix was submitted to a principal axis extraction and rotated to a varimax criterion. Incomplete factor scores, using those variables which loaded at an absolute value of .30, were calculated by a unit-weighing procedure. Finally, the factor scores were standardized across the Follow Through and non-Follow Through parents.

Table 2-5

SELECTED FACTORS DEVELOPED FROM THE SPRING, 1974 PARENT INTERVIEWS

	Reliability*
School Helped Child	.80
School taught child to think and understand	
School taught child to feel more secure	
School taught child to like to do school work	
School taught child to make choices on own	
In general, how helpful is school	
School taught child to get along with others	
School taught child numbers and arithmetic	
School taught child reading	
School taught child about community	
School taught child about music, arts, crafts	
Satisfaction with child's progress in school	
School Helped Parent Understand	.83
School helped parent get to know teacher	
School helped parent understand how child learns	
School helped parent learn about child's program	
School helped parent help child with school work	
School helped parent meet other parents	
School helped parent plan child's program in school	
In general, how helpful has school been personally	
School helped parent find medical, dental, and other services	
Child's Progress in School	.71
Child's ability compared to most same age	
Satisfaction with child's progress in school	
Chances of child getting a good job	
How well is child doing in school work	
How well will child do in school when older	
How far will child go in school	
PAC Involvement	.80
Either parent ever been member of PAC	
Either parent ever voted in PAC election	
Either parent ever gone to PAC meeting	
Child's Emotional Adjustment**	.70
How cheerful is child compared to a couple of years ago	
How well does child get along with others child's age	
How does child behave in family these days	
Child's Emotional Adjustment (cont'd)	.70
Degree of child's feeling of confidence compared to a couple of years ago	
Does what child learns in school help in family	
Parent Visits to School	.67
Number of visits to teacher's aide, FT director, parent coordinator	
Number of times go to watch class	
Number of visits to principal, nurse, social worker	
Number of times gone to talk with child's teacher	
Parent Child Interaction	.56
How often child reads to someone	
How often someone reads to child	
How often child looks at book or magazine at home	
How often child comes to you for help on school work	
How often child talks about what's happening in class	
How often child brings home books	
Parent Locus	.46
Person shouldn't plan ahead because things don't work out	
No matter how hard a person tries, not much a person can do about what happens	
If you don't agree with school people, much you can do	
School's Receptivity	.51
People in schools care what parents think	
People in schools really know what parents want	
Parents in child's school have say in how school run	
Talks with Teacher**	.59
Parent talked with teacher about book and teaching matter	
Parent talked with teacher about teacher's method	
Parent talked with teacher about what child learning	
School Helped Parent Personally	.67
School helped me find a job	
School helped me take courses	
Respondent works in any school	
Satisfaction with Teacher	.60
How does child feel about teacher	
How do you feel about child's teacher	
Satisfaction with child's progress in school	

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*Coefficient alpha used to estimate reliabilities

**Dropped from further discussion in sponsor chapters due to lack of interpretability in terms of sponsor goals and objectives. Site means for these and other parent factors can be found in Volume III-C, Appendix.

These factors can be conceptually combined into four clusters of factors:

- Optional factors--those which may or may not occur depending in part on the intention of the Follow Through sponsor, i.e., Parent-Child Interaction and School's Receptivity;
- Involvement factors--those which depend on the extent to which the sponsor has attempted to involve parents, i.e., School Helped Parent Understand, PAC Involvement, Parent Visits to School;
- Satisfaction factors -- those which express general parent satisfaction with the sponsor and the child's progress, i.e., School Helped Parent Personally, Satisfaction with Teacher, School Helped Child, and Child's Progress in School; and
- Parent Locus--the factor which defines the parents' perception about their control over their own environment.

Sponsors who place greater emphasis on parental involvement, whether through emphasis on the home environment alone, or emphasis on parents as teaching agents, or some combination of both, should score higher on the involvement factors. For example, the California Process and EDC models should score comparatively high. However, the Parent Visits factor may be affected to some small degree by special approaches used by sponsors, and by implementation of their particular parental involvement approach. For example, given its placement in the parental involvement matrix, Bank Street might be expected to score about average on this factor. However, Bank Street uses the school as a center for parent activities. Resource rooms in the schools are maintained for parents to pursue social, vocational, and avocational interests. This may lead Bank Street parents to feel that their contacts with principals, nurses, teachers, and other school and program personnel occur in a less formal context than the "parent visit". Therefore, the Bank Street model might score higher on the Parent Visits than its placement in the parental involvement matrix would indicate.

The optional factors are more sensitive to individual sponsor's approaches. For example, it appears that School Receptivity should be especially high for those sponsors who place heavy emphasis on the home environment. Yet, one must look at the type of approach the sponsor uses in order to make this determination. Those sponsors who focus on enhancing the parent/child relationship alone may show a low degree of School Receptivity. In contrast, sponsors who concentrate more on institutional change might be expected to show a high degree of School Receptivity. This factor, however, may reflect to some degree the parents' perception of school personnel in general; the sponsor may not have been able to alter the parents' perception of district administrative personnel. Those sponsors which stress development of appropriate Parent-Child Interaction in the home should rank higher on the Parent-Child Interaction factor than those sponsors who place greater emphasis on other aspects of parental involvement.

The parent satisfaction factors provide an estimate of general satisfaction with the sponsors' efforts to help themselves personally as well as their child. The parent locus factor, an estimate of parents' perceptions of their ability to affect change, is independent of any particular sponsors' goals. Improvement of parents' locus of control is a goal of Follow Through, however.

Measures of Effects on Children

As discussed in Chapter One, a battery of existing standardized tests was chosen and modified to comprise national evaluation outcome measures. This battery was selected, after careful consideration, as a "best compromise" between the need for accountability and the difficulty of measuring sponsors' diverse goals and objectives. These measures allow comparisons to be made between a sponsor's Follow Through and non-Follow Through groups in attainment of basic skills, cognitive and conceptual skills, and affective outcomes including both self-esteem and attitude toward school and learning.

Table 2-6 shows the specific outcome measures for children, grouped according to sponsor goal areas. Sponsors who advocate a behaviorist educational strategy and place the greatest emphasis on basic skills might be expected to demonstrate success on these measures. For example, some Metropolitan Achievement Test (MAT) subtests measure acquisition of basic skills which are taught directly. Other MAT subtests and the Raven's measure acquisition of cognitive skills and processes which may or may not

Table 2-6

OUTCOME MEASURES

Basic Skills	Cognitive Conceptual Skills	Affective Measures
MAT Elementary a. Word Knowledge b. Spelling c. Language d. Mathematics (Computation)	1. Raven's Progressive Matrices (Raven's) 2. MAT Primer/Elementary a. Reading b. Mathematics (Concepts) c. Mathematics (Problem Solving)	1. Coopersmith (self-esteem) 2. Intellectual Achievement Responsibility Scale (IARS) a. Locus of Control--Positive b. Locus of Control--Negative

be directly taught, but which the child may apprehend indirectly through various experiences. Sponsors who advocate cognitive and psychodynamic educational strategies include these kinds of outcomes in their stated goals and objectives for children and might be expected to demonstrate success on these measures. Affective measures are the Coopersmith, a measure of self-esteem; the Intellectual Achievement Responsibility Scale positive (IARS (+)), a measure of the child's accepting personal responsibility for positive happenings; and the IARS (-), a measure of the child's accepting personal responsibility for negative happenings. Psychodynamic sponsors might be expected to demonstrate success on these measures. Each measure is described briefly below.

The Metropolitan Achievement Test (MAT)

The Metropolitan Achievement Test (elementary level) was administered at the end of the third grade.*

- Word Knowledge. The Word Knowledge Test is intended as a measure of vocabulary. The "vocabulary" of interest is that which pupils encounter in their ordinary school work . . . knowledge of words becomes less exclusively the province of reading instruction as one moves up the grade scale. One begins to want to know how varied the pupil's vocabulary is--not just whether or not he can read words that are in his speaking or listening vocabulary. Thus, the Word Knowledge items give a broad sampling of words from various content areas (science, general experience, travel, etc.) and parts of speech.

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*All descriptions of the content in these MAT subtests is quoted from the Metropolitan Achievement Tests Special Report, 1970 Edition (Report no. 1, June 1971, Harcourt Brace Jovanovich, Inc., 1971, 9-11).

- Reading. The Reading Test . . . is intended as a measure of comprehension of connected discourse presented in a printed medium . . . There are four main types of questions which pupils must answer. (1) Pupils must be able to identify the main thought in the selection or select the best title for it. (2) Pupils must be able to identify specific information in the selection or identify the literal meaning of the statements. (3) Pupils must be able to determine from the context the meaning of an unfamiliar word or select the one of several known meanings of a word that is most appropriate in a given context. (4) Pupils must be able to draw inferences from the selection, to identify unstated intentions and moods, and to see relationships between different points in the selection. These inferential-type items receive the greatest emphasis in the test.
- Spelling. Close attention was given to the appearance of words in spelling textbooks in selecting words for the Spelling Tests . . . Words were included in the test to represent a variety of spelling errors . . . Words are presented in dictated form.
- Language. . . . Coverage is given to punctuation, capitalization, and usage of words. A series of sentences are underlined. Each underlined part may have one and only one type of error. The error may be in word usage, inadequate punctuation, improper capitalization, or there may be no error at all . . . The Elementary Language Test also includes a test of Sentence Sense . . . The test of sentence sense is designed to assess the pupil's ability to recognize "telling sentences", asking sentences", and incomplete sentences.
- Mathematics Computation. . . . Coverage is provided for simple number facts in the basic operations. The test includes horizontal and vertical notation, with more emphasis on the latter.
- Mathematical Concepts. The Mathematics Concepts Test evaluates the pupil's knowledge of fundamental principles and relationships in mathematics.

- Mathematical Problem Solving. The Problem Solving Test attempts to evaluate the pupil's total developed ability in mathematics. It demands reasoning with numbers and operations. It presents the pupils with everyday problems in consumer economics, practical measurement . . . and other typical situations requiring numerical ability . . . [It] includes problems demanding use of all four fundamental operations and some multiple-step problems. An attempt has been made to keep the vocabulary load and computational load easy.

Raven's Coloured Progressive Matrices (Raven's)

The shortened version of this test used in the Follow Through evaluation is a measure of a child's problem-solving ability in visual and perceptual tasks. Each item presents the children with a pattern from which a piece is missing and the children are asked to select the appropriate piece from several alternatives.

Coopersmith Self-Esteem Inventory (Coopersmith)

The Coopersmith is a noncognitive instrument designed by Stanley Coopersmith (1967) to assess a child's feelings of self-esteem. The test measures children's feelings about themselves, the way they think other people feel about them, and their feelings about school. The test contains 58 items, each of which consists of a set of statements. The children are asked to select which of the statements is "like me" or "not like me."

Intellectual Achievement Responsibility Scale (IARS)

The IARS (Crandall, Katkovsky, and Crandall, 1965) is a group-administered, noncognitive measure designed to assess the extent to which children take responsibility for themselves or attribute their successes or failures to the operation of internal or external forces. Because the original 34 item IARS was designed for older children, Stanford Research Institute rewrote the items in simpler terms to make the test more appropriate for Follow Through third graders. Each item describes a positive or negative achievement experience and two alternative explanations of the event, one of which denotes internal control while the other denotes external control. The children are asked to select a response that describes whether they or someone else (e.g., the teacher) would be responsible for the event, e.g., "If a teacher says to you, 'Your work is fine,' it is because--teachers usually say that to encourage pupils, or you did a good job."

Two subscores are derived: one for those items related to a child's feelings of success, the other for those items related to a child's feeling of failure. For both subscores, the higher the score, the greater the indication of a child's attributing his success and failures to internal forces (Stallings and Kaskowitz, 1974).

Quality of Data

The reliability of the data collected with the battery of instruments administered to the children is as high as the publisher's estimates. As shown in Table 2-7, reliability coefficients (coefficients of internal consistency) calculated on the responses of the local analytic sample, range from the high 80's through middle 90's on all outcome measures except the IARS (+) and IARS (-). Since the reliabilities are approximately equal to the publisher's estimates, the data associated with these outcomes appear to be measured with an acceptable degree of internal consistency. This high degree of reliability prevails in the coefficients calculated for the FT and NFT samples within each sponsor as well. (See Appendix Table A2-1.

The validity of the instrument battery is more difficult to address. Due to the diversity of sponsors' goals and objectives, selecting a valid set of measures of effectiveness required some "best compromise" choices from among instruments which were fully developed and commonly used as of 1971-72. Probably no choice of a single instrument battery could ever be acceptable to all sponsors, and certainly this one was not. No instrument has escaped criticism, especially the MAT and the Coopersmith. Whatever the criticisms, however, the battery does provide a wide range of measures of achievement in basic skills, cognitive conceptual skills, and affective development.

Table 2-7

MEANS, STANDARD DEVIATIONS AND RELIABILITIES OF SUBTESTS SCORES
CII ANALYTIC SAMPLE

Subtest	Number of Items	Mean	S.D.	Rel. Coeff.[a]	S.E.	Publisher's Sample	
						Rel. Coeff.[b]	S.E.
Fall Kindergarten Wide Range Achievement							
Spelling	24	11.53	7.086	.85	2.74	.97	.86
Reading	33	11.74	6.514	.91	1.95	.98	1.1
Math	17	10.43	4.28	.63	2.60	.97	.88
Total	74	33.70	14.04	.903	4.37	NA	NA
Metropolitan Achievement Test							
Word Knowledge	50	22.5	11.69	.939	2.89	.94	2.5
Reading	45	17.62	8.22	.877	2.88	.92	2.5
Language	50	16.58	8.96	.892	2.94	.93	2.8
Spelling	40	16.84	12.84	.97	2.22	.96	2.0
Total Reading	95	40.15	19.06	.954	4.09	.96	3.5
Math Computation	40	17.88	7.87	.89	2.61	.88	2.2
Math Concepts	40	16.14	8.12	.89	2.69	.90	2.4
Math Problem Solving	35	13.04	7.06	.88	2.45	.91	2.0
Total Math	115	47.06	21.01	.95	4.70	.96	4.0
Coopersmith's Self-Esteem Inventory	58	35.76	7.81	.80	3.49	NA	NA
Raven's Coloured Progressive Matrices	27	18.39	4.90	.85	1.90	NA	NA
Intellectual Achievement Responsibility Scale - Positive	17	9.8	2.84	.59	1.82	NA	NA
Intellectual Achievement Responsibility Scale - Negative	18	13.70	2.75	.65	1.63	NA	NA

CHAPTER THREE

OVERALL CHARACTERISTICS OF THE SAMPLE

Elizabeth C. Proper and Muriel T. Watkins

The Analytic Sample

As previously discussed in Chapter One and shown on Table 1-1, seven groups of children have been considered eligible for Follow Through evaluation. These groups are identified by sponsorship, cohort, and stream (entering kindergarten or entering first grade). Some of these groups of children have been studied previously; Volumes I and II of Education as Experimentation: A Planned Variation Model report these results. Those discussed in Volume III are the Cohort II, entering kindergarten children who have completed third grade, and the Cohort III, entering kindergarten children who have completed second grade, but the primary focus is on the Cohort II children's performance after four years of Follow Through. Comparisons with the performance of the Cohort III children, however, are included as part of the continuing analysis of the largest cohort in Follow Through. The four year effects on the Cohort III children will be addressed next year in Volume IV.

Case Selection Criteria

Each child in this year's analytic sample meets several criteria: (1) a member of the Cohort II-Kindergarten stream; (2) took either the Wide Range Achievement Test (WRAT)* or a posttest (MAT, Raven's, Coopersmith, IARS); (3) was present during the exit year; and (4) did not change treatment group. 7334 children meet the above set of criteria, as may be noted in Table 3-1.

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*Chapter Four discusses the way in which we have dealt with the problem of missing WRAT pretest scores.

Table 3-1

SUCCESSIVE RESTRICTIONS ON ANALYTIC SAMPLE

COHORT II	
Restriction	Number present on file after restriction was implemented
Child present in kindergarten and third grade and tested in at least one of those years	7334
All exit MAT subtests present	5773
All other exit tests present	5504
Minimum of 5 sample children present in each third grade FT school	5476
Minimum of 12 children present in each FT and NFT groups by site	5436

The next criterion used was that the child have taken all of the MAT subtests; this reduced the number of children from 7334 to 5773. The sixth restriction, that all other exit tests (Raven's, Coopersmith, IARS) had to be present, removed 269 children from the group, and reduced the number to 5504. The seventh restriction required a minimum sample size of five Follow Through children within each school. Because non-Follow Through "treatment" is defined as "school exposure without FT treatment" and therefore NFT children are traced as they move from one school to another within the local site, this restriction was not imposed upon NFT. The school-related restriction removed 28 children from the sample, reducing the sample to 5476. The final restriction required that a minimum of 12 children had to be present in each treatment group within a site. This restriction resulted in a loss of 40 children, and a final analytic sample of 5436. The number of children in each of the 52 site level treatment groups within the analytic sample are displayed in Table 3-2. A similar table for the Cohort III analytic sample appears in the Appendix, Volume III-B, Table A3-1.

Sample Description

When the total analytic sample is subdivided on the basis of sponsorship, the similarities and differences among the sponsors' samples begin to emerge.* Tables 3-3 and 3-4 present descriptive characteristics of the CII analytic sample focusing on variables used in norming the Metropolitan Achievement Test (MAT).** The variables reflect the geographic, racial, and socioeconomic status (SES) characteristics of the national population. The figures contained in these tables are taken from the entry information on the analytic sample.

The analytic sample in general is substantially below the national population in median family income. While the median income of the national population is $9590, median family income is $4450 and $6060 for the FT and NFT samples, respectively. These large SES differences between the analytic sample and the national population suggest that the FT program was successful in recruiting a more disadvantaged sample of pupils.

It can be seen that one of the major differences between the analytic sample and the national population is in minority representation. Approximately 86 percent of the FT sample and 79 percent of the NFT sample consist of minority (Black or other) pupils. These figures are in contrast to the national population which is only 13 percent nonwhite. The larger proportion of minority children in the analytic sample reflects the character of the socioeconomically disadvantaged population which Follow Through focuses on. For example, Black and Puerto Rican pupils tend to cluster in programs which operate in large metropolitan cities in the Northeast;

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*The sponsors included in the analyses have been divided into two categories. "Core sponsors" are those with two or more sites in both Cohorts II and III. "Special sponsors" are those with fewer than two sites in Cohorts II and III or those dealing with unique samples of children such as the Language Development (Bilingual) Education Approach and the California Process Model.

**A similar table for Cohort III analytic sample appears in the Appendix, Volume III-B, Tables A3-2 and A3-3.

Table 3-2

SITE LEVEL DISTRIBUTION OF COHORT II-K ANALYTIC SAMPLE

	Region	City Size	Site		Total	
			FT	NFT	FT	NFT
Self-Sponsored Model					265	494**
Detroit, MI	NC	Large City	43	37		
New York, NY	NE	Large City	20	245*		
Philadelphia, PA	NE	Large City	86	124*		
Portland, OR	W	Large City	45	46		
San Diego, CA	W	Large City	71	42		
Responsive Education Model					402	369
Berkeley, CA	W	Medium City	99	71		
Buffalo, NY	NE	Large City	77	27		
Duluth, MN	NC	Medium City	77	79		
Fresno, CA	W	Medium City	48	54		
Lebanon, NH	NE	Rural Area	14	21		
Salt Lake, UT	W	Medium City	36	55		
Tacoma, WA	W	Medium City	51	62		
TEEM Model					361	220
Baltimore, MD	S	Large City	99	42		
Lakewood, NJ	NE	Small City	80	54		
Lincoln, NB	NC	Medium City	96	97		
Wichita, KS	NC	Large City	84	27		
Bank Street Model					346	576**
New York, NY	NE	Large City	72	245*		
Philadelphia, PA	NE	Large City	80	124*		
Brattleboro, VT	NE	Small City	20	27		
Fall River, MA	NE	Medium City	39	38		
Rochester, NJ	NE	Large City	26	35		
Wilmington, DE	S	Medium City	109	107		
DIM Model					329	398**
New York, NY	NE	Large City	31	245*		
E. St. Louis, IL	NC	Large City	56	21		
Grand Rapids, MI	NC	Medium City	103	52		
Racine, WI	NC	Medium City	62	38		
Flint, MI	NC	Medium City	77	42		
BA Model					417	525**
New York, NY	NE	Large City	43	245*		
Philadelphia, PA	NE	Large City	108	124*		
Portageville, MO	NC	Rural Area	47	36		
Kansas City, MO	NC	Large City	61	27		
Louisville, KY	S	Large City	90	93		
Meridian, IL	NC	Rural Area	68	--		
Cognitive Curriculum Model					118	301**
New York, NY	NE	Large City	52	245*		
Chicago, IL	NC	Large City	18	19*		
Okaloosa Co., FL	S	Small City	48	37		
Parent Education Model					267	324**
Philadelphia, PA	NE	Large City	46	124*		
Jacksonville, FL	S	Large City	15	53		
Richmond, VA	S	Large City	111	69		
Houston, TX	S	Large City	95	78		
EDC Model					168	179**
Philadelphia, PA	NE	Large City	112	124*		
Paterson, NJ	NE	Medium City	42	38		
Chicago, IL	NC	Large City	14	19*		
ILM Model					53	245**
New York, NY	NE	Large City	53	245*		
SEDL Model					374	262**
Philadelphia, PA	NE	Large City	86	124*		
Tulare, CA	W	Small City	173	51		
St. Martin Parish, LA	S	Rural Area	115	87		
Home-School Partnership Model					26	245**
New York, NY	NE	Large City	26	245*		
California Process Model					241	122
Los Angeles, CA	W	Large City	98	66		
Ravenswood, CA	W	Small City	74	18		
Lamont, CA	W	Rural Area	27	24		
San Jose, CA	W	Large City	42	14		
TOTAL					3367	2151**

Large City - 200,000 or more
Medium City - 50,000 to 199,999
Small City - 10,000 to 49,999
Rural Area - less than 10,000

*Pooled Citywide NFT (New York, Philadelphia, Chicago)

**Pooled Citywide NFT included in Sponsor totals but only once in Cohort total

Table 3-3

DESCRIPTIVE CHARACTERISTICS OF ANALYTIC SAMPLE IN COMPARISON TO NATIONAL POPULATION FOR COHORT II CORE SPONSORS

	ANALYTIC SAMPLE		NATIONAL POPULATION	RESPONSIVE EDUCATION		TEEM		BANK STREET		DIM		BA		COGNITIVE CURRICULUM		PARENT EDUCATION		EDC	
	FT	NFT	1970 Census	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Fall Kindergarten WRAT *Mean Score*	29.7	29.4	NA	34.1	35.3	30.8	31.0	28.1	27.3	33.2	32.8	31.7	27.1	25.2	27.7	26.3	26.8	26.8	23.6
Preschool *Percent*	81	57	9[a]	79	48	75	51	76	47	89	47	76	59	85	61	75	41	91	53
Children's Ethnicity *Percent Black*	75	66	11[b]	38	29	56	55	64	59	88	80	80	78	98	64	91	82	100	88
Percent White	14	21	87[b]	46	61	40	38	34	34	9	12	17	14	2	29	1	4	0	1
Percent Other	11	13	2[b]	16	10	4	7	3	7	3	8	4	8	0	7	8	14	0	11
Family Income *Median Dollars*	4660	5470	9590	5760	7680	5050	6030	5220	6300	5200	5310	3890	4890	3700	5600	3530	3880	5230	4240
Female Heads of Household *Percent*	45	38	9[c]	35	24	47	32	41	36	47	43	43	41	51	41	42	42	41	53
Percent High School Graduates *Father*	44.0	50.9	52[d]	59.8	69.4	44.8	52.6	46.7	42.9	52.1	57.4	42.5	43.2	45.7	58.4	33.1	24.3	47.1	32.4
Mother	44.6	46.9	51[d]	59.0	65.0	47.6	52.4	41.0	39.4	51.4	39.4	41.2	47.0	43.4	44.6	41.6	36.0	58.4	36.9
Median Years of School *Father*	11.0	11.5	12.1	12.2	12.7	11.7	12.0	11.1	11.0	11.8	11.6	11.2	11.1	11.3	12.3	10.8	10.9	10.8	10.6
Mother	11.4	11.4	12.1	12.2	12.4	12.0	11.8	11.0	11.1	11.8	11.4	11.4	11.5	11.6	11.3	11.3	10.0	12.4	11.2
Percent Professional *Father*	4.1	4.9	13.5	15.3	10.9	8.6	3.3	3.6	6.0	.8	4.1	5.1	5.0	-	3.8	-	2.1	4.4	4.2
Mother	2.6	4.0	14.8	7.0	9.5	6.2	4.0	1.4	1.8	.5	5.3	1.7	2.9	-	5.3	-	2.6	7.0	2.5
Population Per Household	6.0	5.8	3.56	6.0	5.6	5.5	5.4	5.9	5.8	5.8	6.5	6.0	5.6	6.3	5.8	6.2	6.0	6.4	6.0
Teacher Education *Percent B.A. or Less*	30	36	NA	51	43	25	43	34	31	11	41	36	31	17	46	50	50	50	37
Percent M.A. or More	38	34		31	42	62	27	38	33	55	29	30	44	72	20	33	24	44	36
Precent More than M.A.	32	30		18	15	12	30	28	35	34	30	34	25	11	33	17	26	6	26
Teaching Experience *Total Years*	7.6	10.4	NA	7.1	9.0	5.7	14.2	9.3	13.2	6.9	9.2	10.2	11.5	9.2	9.6	9.2	8.0	9.0	11.6

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[a] U.S. Bureau of the Census, Percent preschool figure is the percentage of all children enrolled in preschool in 1970.

[b] U.S. Bureau of the Census.

[c] Hayghe, Howard. Marital and family characteristics of the labor force in March 1973. Monthly Labor Review, April 1974, pp. 21-27.

[d] Figures for National Population represent all Males and Females rather than specifically Fathers and Mothers.

Table 3-4

DESCRIPTIVE CHARACTERISTICS OF ANALYTIC SAMPLE IN COMPARISON TO NATIONAL POPULATION FOR COHORT II SPECIAL SPONSORS

	ANALYTIC SAMPLE		NATIONAL POPULATION			SELF-SPONSORED								ILM		SEDL		HOME-SCHOOL PARTNERSHIP		CAL PROCESS	
				DETROIT, MI		NEW YORK, NY		PHILADEL-PHIA, PA		PORTLAND, OR		SAN DIEGO, CA									
	FT	NFT	1970 Census	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Fall Kindergarten WRAT *Mean Score*	29.7	29.4	NA	27.4	25.5	39.6	33.3	22.6	26.8	36.5	26.2	34.1	32.7	27.2	33.3	21.5	24.6	40.8	33.3	27.9	31.2
Preschool *Percent*	81	57	9[a]	100	76	90	88	54	45	100	50	96	82	78	88	80	39	78	88	85	47
Children's Ethnicity																					
Percent Black	75	66	11[b]	100	100	10	78	99	83	91	69	62	63	100	78	42	42	96	78	52	45
Percent White	14	21	87[b]	0	0	50	0	0	1	9	31	1	2	0	0	22	46	0	0	5	30
Percent Other	11	13	2[b]	0	0	40	22	1	16	0	0	37	34	0	22	37	12	4	22	43	24
Family Income *Median Dollars*	4660	5470	9590	4120	4500	8750	5250	4380	4790	4750	6170	3670	6750	4830	5250	4100	4900	4890	5250	4090	6270
Female Heads of Household *Percent*	45	38	9[c]	69	62	28	41	49	48	44	29	60	32	59	41	33	26	62	41	29	30
Percent High School Graduates *Father*	44.0	50.9	52 [d]	45.5	18.2	91.0	73.1	68.8	26.0	79.0	57.7	33.4	64.7	46.7	73.1	25.6	35.0	28.6	73.1	36.2	52.0
Mother	44.6	46.9	51 [d]	44.7	44.1	56.3	57.2	40.5	44.7	79.4	61.8	42.8	71.4	47.5	57.2	28.2	38.7	31.8	57.2	35.6	40.1
Median Years of School																					
Father	11.0	11.5	12.1	11.4	11.1	14.1	12.5	12.2	10.5	13.1	11.8	10.8	11.0	10.8	12.5	8.6	9.9	11.6	12.5	8.8	11.5
Mother	11.4	11.4	12.1	11.8	12.0	12.4	12.0	11.5	11.4	13.3	12.1	11.2	12.0	11.9	12.0	9.6	10.8	11.4	12.0	9.9	11.3
Percent Professional																					
Father	4.1	4.9	13.5	9.1	-	36.4	5.8	6.3	8.1	10.5	-	-	-	-	5.8	3.2	4.5	-	5.8	-	5.0
Mother	2.6	4.0	14.8	3.2	-	26.7	3.7	2.9	5.0	3.2	6.1	-	5.9	-	3.7	2.9	4.6	-	3.7	-	2.1
Population Per Household	6.0	5.8	3.56	5.8	5.8	4.6	5.5	6.0	5.8	5.9	6.1	5.6	5.8	5.4	5.5	6.9	5.9	5.5	5.5	6.0	6.2
Teacher Education																					
Percent B.A. or Less	30	36		25	40	0	9	40	17	33	38	12	46	0	9	35	49	0	9	55	50
Percent More than B.A.	38	34		50	40	0	36	40	40	50	38	88	27	0	36	50	33	0	36	37	43
Percent M.A. or Above	32	30	NA	25	20	100	54	20	43	17	25	0	27	100	54	16	18	100	54	8	6
Teaching Experience *Total Years*	7.6	10.4	NA	22.2	5.2	7.5	9.0	13.2	9.1	6.5	10.1	7.8	7.6	5.3	9.0	6.3	9.9	2.5	9.0	7.4	12.5

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[a] U.S. Bureau of the Census, Percent preschool figure is the percentage of all children enrolled in preschool in 1970.

[b] U.S. Bureau of the Census.

[c] Haygue, Howard. Marital and family characteristics of the labor force in March 1973. Monthly Labor Review, April 1974, pp. 21-27.

[d] Figures for National Population represent all Males and Females rather than specifically Fathers and Mothers.

Mexican American pupils are found in programs in the West; and White pupils, for the most part, characterize programs in the North Central region of the country. As can be seen in ethnic distribution tables (Appendix, Volume III-B, Tables AX-24), these racial/ethnic compositions are consistent for the FT and NFT samples within particular sites.

These tables also present data on other descriptors such as pretest achievement (WRAT), family composition, mother's education and teacher's background. Income and occupation have traditionally been used as predictors of socioeconomic status, while mother's education and number in household have served as correlative indicators of the quality of the educational environment of the home. More recently, as women have entered the labor force in increasing numbers, family composition has been considered a variable which not only affects the psychodynamics of the family, but also has significant influence on family income as well. This is especially true for poor and minority families, where women in the family often work primarily to augment the husband's income. Therefore, the presence of both mother and father in the household may contribute significantly to a higher family income relative to a one parent household.

There are considerable differences between the analytic sample and the national population on other SES indications as well. While the difference in level of mother's education for the analytic sample is not considerable, there is a strong tendency for pupils in the analytic sample to come from relatively larger families, and ones where the mother is the only parent present.

The differences between the FT and NFT samples are considerably smaller than those between the analytic sample and the national population. The FT and NFT samples are fairly evenly matched on all SES indicators except income. Since there is a slightly greater percentage of FT pupils from one-parent families, the income differences appear to be a function of the number of wage earners in the family, rather than other SES differences between FT and NFT families.

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*Additional information about distribution of household income, mother's education, father's education, mother's occupation, and father's occupation for Cohorts II and III are located in Appendix Tables A3-4 through A3-23.

On the average, the FT and NFT samples have comparable entry level test scores. The FT/NFT similarity is better than expected given the relative FT disadvantage in income. This pattern, however, seems to be related to the fact that a larger proportion of the FT sample attended preschool in comparison to the NFT sample. In general, the overall characteristics of the analytic sample indicate that the Follow Through program is being applied to disadvantaged children, the group for whom it was intended.

CHAPTER FOUR

ANALYSIS STRATEGY

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Assessing Follow Through impact is not as simple or straightforward as might appear at first glance. It is an axiom of evaluation that in order to attribute observed outcomes conclusively to a program, children who participate in the program must be compared to similar children who do not. In a traditional research paradigm, "similarity" is achieved by random assignment of children to treatment and control groups, with such assignment occurring before treatment begins. As discussed in Chapter One, the circumstances surrounding the inception of Follow Through did not permit such random assignment. In fact, systematic attempts were made to attract those children most in need of the program, i.e., the most disadvantaged children in the community. This has meant that NFT comparison groups are often less disadvantaged than FT groups (Egbert, 1973).

The problem of treatment-comparison group non-equivalence, (i.e., non-randomness of subject assignment) has plagued the evaluation of compensatory programs from the beginning and has weakened many attempts at assessment. Although some authors (Campbell and Erlebacher, 1970) support abandoning all efforts at evaluation other than true experiments, others, (e.g., Evans and Schiller, 1970) point out the practical unacceptability and danger of such a choice. As Evans and Schiller state,

> [This is] a position which is untenable practically . . . . [We] must arrive at some judgment using the best information we have at hand . . . . The problem is that in the absence of formal, objective studies, programs will be evaluated [and decisions made by Congress] by the most arbitrary, anecdotal, partisan, and subjective means . . . . Compared with the weaknesses

> of this method for making decisions, the problems of [the lack of a true experiment] pale to a most minor flaw indeed (pp. 219-220).

Given the need to provide information to decision makers, the essential problem becomes the development of an evaluation approach that will provide the most valid and comprehensive information possible. To this end, Follow Through evaluation planners (USOE, SRI) adopted a quasi-experimental design, selecting at each site a comparison group as similar to the treatment group as possible. Since this design does not suggest a single "appropriate" analysis, we have subjected the data to a variety of "approximately appropriate" analytic procedures, so as not to be overly confined by the drawbacks of the design. The multiple strategies approach anticipated the common and valuable practice of performing secondary analyses such as those performed on the Equality of Educational Opportunity data.* Any single analytic treatment of quasi-experimental data is inevitably subject to well-founded methodological criticism, especially when the data are being used to assess the impact of major educational programs. Subsequent reanalyses using other techniques and approaches help to assess the validity of the original results. Usually, after several reanalyses have been accomplished and a body of literature accumulated, all available information is integrated to refine and clarify understanding of the problem (or program). Our analytic cross-validation anticipates some of the more obvious reanalyses and should provide other researchers with a broader basis for designing further thoughtful approaches to the Follow Through data.

Some Problems with the Data

Prior to discussion the analysis strategies utilized in the evaluation of the Cohort II data, it is necessary to address some of the specific analytic problems which pertain to these data. These problems include the following:

- attrition;
- missing data;
- level of analysis;

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*A multiple strategies approach was also used in the analysis of the HSPV data (Smith and Bissell, 1970).

- unit of analysis;
- sample sizes; and
- non-comparable groups.

While many of these analytic issues have been considered in previous evaluations of the Follow Through data (see Volumes I and II of Education as Experimentation: A Planned Variation Model), it is still important to describe the methods used in this analysis to handle these problems.

Attrition

One of the problems associated with longitudinal studies is attrition. The issue is twofold: the loss of children from the sample and the loss of different kinds of children which can bias the reported comparisons.

The issue of attrition is particularly relevant to the Follow Through evaluation: approximately 50 percent of the FT and NFT children who were tested in the kindergarten year of Cohort II were not present at the end of third grade. This loss of children is attributable to two factors: program attrition and sample attrition. Program attrition takes place in most instances when children's families move during the four years of their involvement in the program.* In fewer instances children may have been dropped out of the program because of improved academic performance or because for some other reason the treatment was no longer appropriate.

An additional consideration related to program attrition is the addition of children into the program. For example, if all replacement children were low achievers, they might place an additional strain on improving the performance level of the children retained. Because these replacement children entered FT and NFT classrooms after the administration of the pretest and the Parent Interview (income data) there is no way to assess accurately their impact on the FT and NFT classrooms.

Sample attrition occurs when either the evaluator and/or data collector deems the data to be suspect. Included in this category are children who are omitted from the analytic sample for any number of reasons including an invalid test, a large amount of missing data, or lack of enough classmates for analysis. This type of attrition is reflected in the successive restrictions on the analytic sample (Table 3-1). Attrition as discussed in this report reflects both program and sample attrition simultaneously.

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*While NFT children are traced within a given school district and remain part of the sample, FT children are dropped from further testing (and from the sample) when they leave the FT classroom at any grade level.

The occurrance of attrition does not imply that the data cannot or should not be analyzed. Rather, results of attrition analyses provide useful information to assist in understanding and perhaps qualifying the results of the primary analysis. In the case of this evaluation, we have examined the potential impact of attrition in two ways.

First, we compared pretest means for the FT and NFT groups prior to attrition (total sample) and after attrition (analytic sample). This comparison provides information about whether attrition has tended to increase or decrease the pretest differences between the FT and NFT samples within each site. Using a criterion* of a five point difference on pretest between the FT and NFT groups at each site (approximately 0.5 standard deviation), the 51 sites in the analytic sample** are distributed as follows:

- In 39 sites FT and NFT differed by less than five points prior to attrition. In only five of these did the difference increase to more than five points after attrition.
- In 12 sites, FT and NFT differed by more than five points at the outset. Attrition reduced three of these site differences to less than five points.

Attrition appears to have altered the comparibility of FT/NFT pretest comparisons in only eight sites. In five sites attrition has made the local FT and NFT groups less comparable, and in three sites it has made them more comparable.

As a second investigation of the consequences of attrition, we have performed a hierarchical regression analysis to determine the extent to which children who have not been retained (dropouts) are different in some important way(s) from those who are retained. (A technical presentation of the procedure appears in Appendix Table A4-1.) This analysis indicates that pretest is differentially related to attrition in the FT and NFT samples in only five sites, and the influence of income varies in only three sites. In no case is more than one percent of variance in the rate of attrition explained by the interaction of pretest or income with treatment. Appendix Figures A4-1 and A4-2 display the regression lines of attrition rate on pretest score (or income) for the eight identified sites. These figures are similar to the hypothetical example below. In such a site the attrition rate within FT is highest for low scoring children and lowest for high scoring children, while the NFT rate of attrition is relatively constant across levels of pretest.

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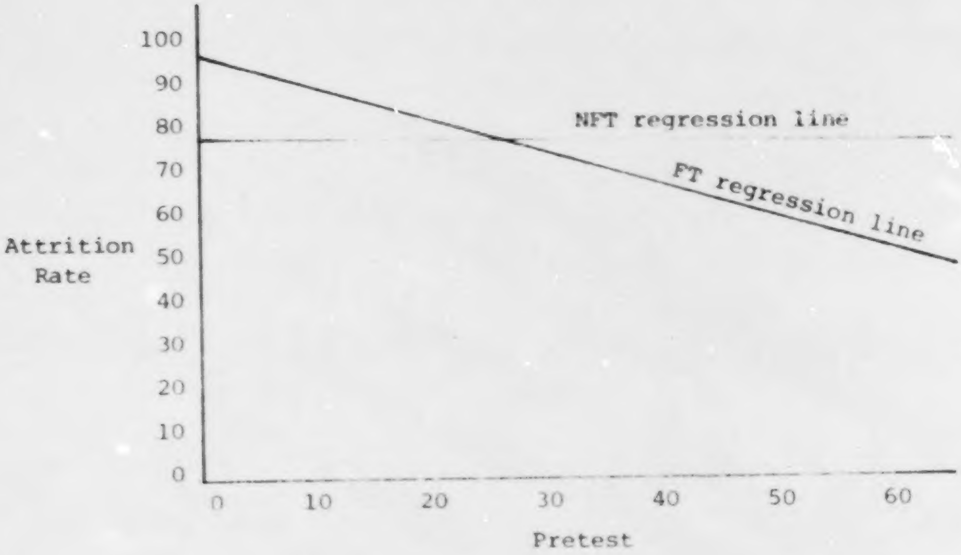
* This criterion for FT/NFT difference on pretest is discussed under Competing Hypotheses, Grey-out, later in Chapter Four.

** Meridian, IL is omitted because there is no NFT group for that site.

Figure 4-1

Regression Lines of Attrition Rate on Pretest for FT and NFT Groups in a Hypothetical Site



In general, both examinations lead to the conclusion that children in the analytic sample are representative of children who started in the Follow Through program, at least in terms of pretest score and income. Sites which exceed a five point FT/NFT difference on pretest scores are "greyed". Attrition identified by the regression analysis is mentioned in the appropriate site discussion.

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*See Competing Hypotheses, Grey-out, later in Chapter Four.

Missing Data*

Another characteristic of the Follow Through data set is that some subjects do not have all relevant pieces of data. Even though a child may be present at kindergarten and third grade, there may not be sufficient information to include the child in the analysis. The severity of the problem depends on which information is missing, that is, whether the variable(s) is dependent, independent, or covariate measures.

In this evaluation all children who lacked valid information on one or more dependent (MAT, Raven's, Coopersmith, IARS) or independent (treatment, sponsor, site codes) variables were dropped from the analysis. Without information on the treatment that a child received and the outcomes of that treatment, one can conclude nothing of evaluative worth. The effects of this procedure are indicated in Table 3-1 and discussed in the previous section on attrition.

Missing data on one or more covariates, however, were not considered sufficient grounds for dropping a child. Many covariates were present for nearly all subjects--over 99 percent of the children had data on ethnicity, first language, entry age, and sex. The few subjects who were missing these covariates were assigned the grand mean for the particular analyses, across all FT sites. Other covariates had higher rates of absence: the pretest score was missing in eight percent of the cases, while income and occupation were missing in 36 percent of the cases. We treated these variables in two ways:

- first, the appropriate grand mean was assigned to any child whose score was missing; and
- second, a dichotomous variable (a "missing data code") which assigns a score of one to subjects with missing data, and a score of zero to those with valid values, was added to the set of covariates.

In this manner all the information available can be used, the variable values which are present, as well as the absence or presence of information on the variables.

The technique of using the missing data covariates has several advantages:

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*See Cohen and Cohen (1975) for a more complete discussion of the techniques applied.

- it avoids the risk of nonrepresentativeness due to dropping children;
- it avoids the loss of statistical power due to reduced sample size;
- it uses the information contained in the absence-presence of the variable; and
- it uses the information present on other variables for children who might have been dropped otherwise.

Level of Analysis

The selection of the level of analysis is based on our previous findings of sizable site variability and unique site circumstances, even within sponsor. Consequently we established the site as the level of analysis, as indicated in the following section.

Unit of Analysis

Within each site, the Follow Through data present the opportunity for selection from among three units of analysis: school, class, and child. Arguments can be made for the selection of each unit. For example, one can argue that the appropriate unit is schools because this is the unit at which programs are administered. Alternatively one can argue that classrooms should be the unit of analysis since this is where the children receive the treatment. The results of analyses of classes and schools have been reported at earlier stages of the project.*

But these units have disadvantages, both conceptual and practical, when they are applied to the Cohort II evaluation. Classroom groups seldom stay intact from kindergarten through third grade. While more schools remain intact than classroom groups, there are fewer of them. Coupling these considerations with the need to develop an analysis which can respond to the large variability among sites, it becomes evident that few, if any, sites have enough schools or classrooms to support a site-level analysis. It is on this practical consideration that any attempt at analyzing aggregates founders. Consequently, the unit of analysis selected in this evaluation is the child.

There are also arguments against using the child as the unit of analysis, the primary issue being the effect of other children on each child's performance. Stated briefly, standard regression analysis procedures compute "theoretical" standard errors of the adjusted differences on the assumption that the children in each sample were selected and treated individually, whereas in fact they were selected and treated in classroom groups nested within schools. Children in a given classroom tend to resemble each other, in most relevant respects, more than they would if the classroom were filled at random, and this tendency of similar children to cluster in classes (and in schools) implies a certain amount of redundancy in the information available for the analyses: Fifty scores do not contain fifty separate pieces of information. The net effect of clustering is to inflate to some degree the actual standard errors of our reported differences. The reported "significance" judgments may be somewhat too liberal: Some differences that we have reported as "real" could vanish had clustering been taken into account.

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*See Volume I: Education as Experimentation: A Planned Variation Model.

The computations required to arrive at exact clustering effect coefficients are so complex as to be impractical. Exact formulas will probably never be derived for the specific configuration of the Follow Through data. We have addressed the issue, however, by means of the "jackknife" technique proposed by Mosteller and Tukey (1968) and further elaborated by Finifter (1972). In each site where the number (k) of school groups permits, we have created k reduced analytic samples by omitting each school group in turn, and we have performed an analysis of covariance on each reduced sample. The results of these anlayses permit direct empirical estimates of the variabilities of the reported adjusted differences. These estimates take directly into account both the variability of the individual children (on which the reported "theoretical" standard errors are exclusively based) and also the clustering (which the theoretical estimates ignored).

The results of the jackknife analysis suggest that many of the theoretical standard errors we report are somewhat too small, as suspected. For the MAT Total Reading comparisons in 29 sites, for example, the ratio between the jackknife and theoretical standard error estimates ranges between .293 (the theoretical estimate was more than three times too large) and 1.938 (the theoretical estimate was only half large enough), averaging 1.040 (the theoretical estimate was too small by four percent). For Mathematics, the ratios range from .029 to 2.389, with a mean of 1.285. The jackknife estimates are somewhat unstable at the site level, mainly because sites are comprised of small numbers of schools. It would therefore make no sense to use the jackknife standard error estimates as significance criteria in reporting our adjusted differences. The value of the jackknife analysis lies in its indication that clustering has not been so severe as to force us to discard all the adjusted differences that we declare "significant" in Chapters Five through Eighteen. If, as seems plausible, the average standard error reported in those chapters really ought to be 25 to 30 percent larger, those differences which we have identified as "significant beyond the .01 level" would be more conservatively labeled at the $p<.05$ level. Although we have not taken clustering effects into account in our presentation of the results, some readers may wish to do so with the precautions of site variability stated above.

As a check on the jackknife results, we have also computed approximate cluster effect coefficients, using formulas derived by Mood (1975). These coefficients estimate the effects of clustering on the estimation of means, not the adjusted differences with which we are concerned, and so they are less to the point. However, in magnitude, and also in site variability, they agree reasonably well with their jackknife analogues: we obtained pooled cluster effects of 1.15, 1.46, and 1.10 for Reading, Mathematics, and Spelling, respectively.

Sample Sizes

Using the site as the level of analysis imposes some limitations on the sample sizes available. As indicated in Chapter Three, restrictions on the minimum number of children in a given analysis do exist. These restrictions are set as low as possible to maintain sufficient numbers for significance testing without eliminating any more sites than necessary. A minimum of 12 children in each treatment group within a site is required. While this may seem small, it is sufficient to support the analysis.

Similar restrictions are not placed on the parent or the teacher data. Instead, summary statistics are presented on all available data for each treatment group within a site. In some cases, the sample sizes are very small, but presumably they are representative of the children's parents and teachers. The presentations of parent and teacher data include the sample sizes.

Non-comparable Groups

By far, the major concern in the selection of the analysis strategy is the presence of non-comparable groups. This issue is not new: Recognition of the presence of non-comparable FT groups across the various sponsors occurred early in the evaluation of Project Follow Through. The strategy of planned variations required both diverse programs and a variety of situations in which to try them out. But the more diverse the settings, the more difficult it was to compare directly. Since direct comparisons among the FT groups were not possible, local NFT comparison groups were sought instead.* But previous evaluations of the FT and NFT groups reported in Volumes I and II have suggested that even the local FT/NFT groups are not comparable in all cases. For this reason a variety of comparisons are being used for this report: local comparisons, best match comparisons, pooled NFT comparisons, and norm referenced comparisons.

Local comparisons reflect the original intentions of the FT/NFT evaluation design: comparison of FT children with selected local NFT children within each site. The advantage of these comparisons is that the FT and NFT groups have undergone the same set of productive and counterproductive educational circumstances such as local commitment to the needs of "special children," natural disasters, and teacher strikes. The local comparisons also have disadvantages. In some sites, there are compelling reasons to believe that the comparison group is also receiving a "treatment" which is very similar to the FT group's, particularly in terms of classroom instruction. Hence the comparison may be between FT children and "quasi-FT" children rather than a non-FT group. A second problem derives from the selection of NFT groups. In some sites, the majority of the children eligible for Follow Through were assigned to FT classrooms and schools. Although careful selections were made, in some sites comparable children could not be found.

Best match comparisons are an alternative to the local comparisons. Our aim was to match each FT group with a comparable NFT group located in another site. We identified the NFT site group that best matched each FT site group with respect to three background characteristics: ethnicity, family income, and pretest score. The matching algorithm proceeded as follows:

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*See Chapter One, Weakness of Design, for a discussion of this procedure.

- FT and NFT site means on each matching variable were placed on a standardized (mean = 0, standard deviation = 1) distribution. (The standardization process used the unweighted means for FT and NFT sites as units.)
- A matrix containing one row for each FT site and one column for each NFT site was then constructed for each matching variable; the cells of the matrix contained the FT/NFT squared difference on that variable.
- These squared differences were summed across matrices, so that the resulting matrix contained as elements the sum of the squared FT/NFT differences across all matching variables.
- According to this algorithm the NFT site with the smallest sum of squared differences was selected as the best matched group for each FT site. However, in cases where several NFT sites had similar matched values, a judgment was made using other site characteristics not included as matching variables.

The major disadvantage of these comparisons is that in a few cases it was practically impossible to identify a comparable NFT group. This is particularly true in sites where there is an unusual ethnic composition or where there is an inverse relationship between pretest score and income.

Furthermore, our matching procedure does not guarantee comparability with respect to other characteristics, such as percent with preschool experience. And, since geographic locations were seldom considered, some matches include sites as far apart as Tacoma, WA and Baltimore, MD. Consequently, certain best matched groups lack intuitive appeal.

Pooled NFT groups provide a different approach to the issue of noncomparable groups. The outcomes in each FT site are judged with expected trends of performance observed in the pooled population of NFT children. The advantage of these comparisons is that each FT group is compared with a common (pooled) NFT group. In the case of some outlying FT groups, this comparison may be less than adequate.

Norm referenced comparisons provide an opportunity for comparing each FT and NFT sample with an external absolute criterion, the MAT national norms for children at the end of third grade. Since the MAT was standardized on a sample which is representative of the nation as a whole, the MAT norms provide information about the expected performance of children from average socioeconomic backgrounds. Given that the FT children are disadvantaged, one might expect these children to perform below the norm sample. If the compensatory educational services are effective, however, the FT children's performance should come to approximate more closely that of the national norm group.

The major advantage of these comparisons is the perspective they add to the local, best match, and pooled comparisons. For example, where these analyses show no differences between FT and NFT groups, the MAT norm comparisons may reveal that FT children are nevertheless performing well with respect to national norms. One major disadvantage is that there are no national norms available for the pretest. Second, it is not possible to attribute the FT children's performance on national norms to the Follow Through program.

Analytic Method

The Cohort II data are complicated by the analytic issues previously discussed. In studies such as these, particularly where there are non-comparable treatment and comparison groups, the primary analytic technique is usually ANCOVA, a strategy which attempts to provide an adjustment of the results of an experiment for differences existing among subjects before the start of the experiment. For this reason, the first three comparisons mentioned above (local, best match, and pooled) are all based on some form of ANCOVA.

Analytic Models

Although ANCOVA was used for all three comparisons, its application varied with each type of comparison. The covariates selected were somewhat different across analyses, as were the groups actually compared. Thus, in cases where the local comparison turned out to be the best matched comparison, the results of the two analyses may differ slightly. Although it is intuitively tempting to assume that the local and best match analyses must be identical, they are not. Local analysis coefficients are based on single sites, but between-site variability is accounted for, whereas the best match analysis coefficients are also based on single sites without the accounting for between-site variability. Thus the adjustment coefficients, and hence the results of these two analyses, will differ even when the best matched pair are located in the same site.

For the residuals analysis a prediction equation was generated for each outcome using the NFT sample pooled across sponsors and sites. The regression coefficients of this equation, when applied to the covariates and independent variables of each FT child, yield the score which we would predict for the child "in the absence of treatment." A residual score is then obtained by subtracting the predicted score from the observed outcome score. Finally, an estimate of effect for each site is calculated by taking the mean of the residual scores of FT children in that site.

The specific regression models for the local, best match, and pooled analyses are shown in Appendix Table A4-2.

Covariates

The selection of covariates for each analysis was based on a number of considerations. First, we were limited to the variables on which we had data. Second, some variables did not correlate with dependent variables and consequently were not used. Finally, we were limited by the number of covariates allowable by the degrees of freedom available in the local, best match, and pooled analyses.

The covariates selected, which are common to the local, best match, and pooled analyses follow:

- Fall kindergarten WRAT;
- First language;
- Family income;
- Highest occupation in household;
- Ethnic membership (two vectors);
- Sex;
- Entry age;
- Missing data code for WRAT;
- Missing data code for income; and
- Missing data code for occupation.

As an additional check on the adequacy of our covariate set, we performed a number of preliminary regression analyses to determine the existence of meaningful interactions among covariates. As a result, a set of interaction terms were entered as covariates in the pooled analysis but, due to limited degrees of freedom, were not entered in the local or best match analyses. This set includes:

- Fall kindergarten WRAT by ethnic membership (two vectors);
- Fall kindergarten WRAT by language;
- Sex by ethnic membership (two vectors);
- Sex by language;
- Entry age by ethnic membership (two vectors); and
- Entry age by language.

Further information on the covariates used in our analyses is presented in Appendix Tables A4-3, A4-4, and A4-5.*

Assumptions of ANCOVA

Four conditions that should be met prior to the application of covariance techniques are that:

1) The covariates are uninfluenced by treatment;
2) the distribution of the covariates is not grossly different across groups;
3) the relationships between covariates and criteria are the same (homogeneous) within FT and NFT groups; and that
4) the covariates are perfectly reliable.

1) With the exception of the fall kindergarten WRAT, the covariates used in the present analyses are demographic variables not susceptible to direct influence by treatment. The WRAT was administered by SRI early in the kindergarten year, usually within the first six weeks of school. Al-

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*In certain local and best match analyses a given covariate may explain no variance either within or between groups (e.g., all children in a given site do not use English as their first language, or all children in a given site are of one ethnicity). In such cases the covariate was dropped from the analysis for the particular site.

though the WRAT is sensitive to early learning, it does not seem likely that the instruction received during these first weeks (which are generally spent "getting settled") would substantially affect WRAT scores. But if the WRAT is influenced by the first few weeks of treatment, one might expect pretest adjustments to handicap the FT children. To test this, we removed the WRAT from the covariate set and reran the local analyses. The results of these "no-WRAT covariate" analyses do not differ in any important ways from analyses which included WRAT as a covariate. We conclude from this comparison that the WRAT is probably not hindering our analyses of program effects.

2) The second assumption presents a more serious problem. Generally speaking, the extent to which the distributions of the covariates differ across treatment and control groups affects the adequacy of any attempt at covariance adjustment. However, the point at which the magnitude of the difference becomes prohibitive is largely a matter of researcher judgment. Where differences are deemed gross, it is best to proceed conservatively,* recognizing that the adjustment is weakened. Some sense of the size and nature of the treatment-comparison group differences can be gained from examination of the table of covariate means and standard deviations contained in this report. As these tables indicate, the differences vary in size and direction across covariates and sites.

Since the fall kindergarten WRAT is by far the most effective predictor of third grade outcomes (no other covariate contributes a great deal of the explanatory power), we explored the relationship between the raw and adjusted differences found between treatment and comparison groups. (See section on Competing Hypotheses.) The data suggest that the adjustments for groups which differed by five or more points on the pretest (approximately one-half of a standard deviation) were not adequate. The outcomes of this study contributed to our decision to "grey-out" certain effects.

3) The third assumption deals with the relationships between covariates and outcomes in the treatment and comparison groups. Homogeneity of regression was tested in each local comparison by examining separately each covariate and its potential interaction with treatment. We thus addressed

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*See Competing Hypotheses, Grey-out, later in this chapter.

the question of whether the FT/NFT within-site difference on a given posttest measure differed across levels of a given covariate. For each sponsor, each covariate, and each posttest measure, a regression analysis was performed which predicted a given posttest as a function of a given covariate, a set of orthogonal between-sites contrasts, a set of orthogonal within-site contrasts, the interactions of the covariate with the between-site contrasts, and the interactions of the covariate with the within-sites contrasts. We then determined whether the last set of interaction terms (covariate by treatment within-site) explained a significant amount of variance in the dependent variable ($p<.01$). These individual terms have been identified and are indicated in Chapters Five through Eighteen. Again, problems of this type contributed to our decision to grey-out certain effects.

4) Finally, the application of ANCOVA presumes that all covariates are reliable. This requirement is easily met for most of the covariates in this study. Variables such as sex, ethnicity, income, occupation, education, language, and age are all measured with a minimum of error. It is only the pretest which poses a potential problem. The reliability of the pretest was calculated on each Follow Through sponsor-level sample by a measure of internal consistency (coefficient alpha) and is on the order of .90 across these samples (see Appendix Table A2-1).

Preschool

A major problem still remains in our applications of the ANCOVA models: We have not adjusted for differences in the FT and NFT groups' preschool attendance. While we are concerned with this problem, the available alternatives are few. The percentage of children with preschool experience varies considerably across sites and across treatment groups. Beyond that, we only have preschool information on about half of the children. The use of the pretest (WRAT) as a covariate presumes that the WRAT is a good proxy for the "natural academic growth" of the child and is not influenced by any treatment or pretreatment (as in the case of preschool). The results of other analyses which omit the WRAT as a covariate are very similar to those which include it, however. The "no WRAT" analyses, therefore, provide little guidance in what effects preschool attendance may have had on the WRAT or on our estimates of the effects of Follow Through. In an attempt to sort out the effects of preschool, we grouped children on preschool attendance and again performed the local analysis separately for FT and NFT children with preschool experience and without preschool experience. This provided us with sufficient sample sizes (N>9 by treatment group) in enough sites to examine the pattern of effects for obvious anomolies. There were few, but we still have some questions unanswered:

- What is the effect of Head Start experience, per se?
- Do FT children with Head Start experience perform differently from FT children with no preschool experience?
- Do NFT children with Head Start experience perform differently from NFT children with no preschool experience?

In summary, we have only preliminary information on the effects of preschool attendance. For this reason, we have applied an additional criterion to our presentation of the overall effects: We have "greyed" any analysis where the difference in percentage of preschool attendance between the FT and NFT comparison group exceeds 50 percent, as explained at the end of the next section.

Competing Hypotheses

The results of all our analyses imply a number of conclusions about the performance of Follow Through children. Since Project Follow Through is a quasi-experiment, all these results are subject to alternative interpretations, some deriving from our analytic methods and others from broader insights on the complicated reality that a wide-ranging yet incomplete set of measures cannot help oversimplifying. Some questions which could legitimately be raised are:

1) Could the observed patterns result from misbehavior of the complex covariance/adjustment procedure? In particular:
    - Since FT groups are generally more disadvantaged than their NFT comparisons, any tendency of the covariance procedure to underadjust would spuriously tend to make Follow Through look bad. Is the adjustment really accomplishing what it was intended to do?

- If some adjustments work well and others badly, how can one distinguish among them?
- Since the correlations on which the regression is based depend in turn upon sums of squared deviations, the whole covariance analysis can be badly skewed by extreme values of its variables, thus causing outcomes to be systematically over- or under-estimated for some groups.

2) Since FT children are more likely than NFT to have had Head Start experience, which might increase their WRAT score, children who begin Follow Through with Head Start experience have already made some of the progress that the early grades aim to accomplish, and it seems unfair to ask them to make as much additional progress as other children might make.

3) We compute the standard errors of our results on the assumption that the Follow Through children were chosen individually, even though we know that they were selected in groups. Since clustering tends to reduce the power of statistical tests, we could be generating inflated estimates of effects rather than variations.

4) The Follow Through sponsors' objectives are much more diverse than those measured by our extensive battery. How can we claim to evaluate a sponsor's performance if we do not have measures of the goals that are most important to the sponsor?

We have already discussed question 2 and 3 above under Assumptions of ANCOVA (Preschool) and Unit of Analysis, respectively. In response to criticisms of the fourth kind, we can only present the evidence we have and rely upon the reader to judge its relevance to the issues. With respect to the first category of criticisms we present partial results of some auxiliary analyses which should enhance the plausibility of our analytic procedures. These results are neither complete nor exhaustive. In this quasi-experimental context, we cannot hope to lay all doubts and objections to rest, but we can and do expend some effort to make our conclusions plausible.

How well does the adjustment procedure compensate for initial mismatch?

The analysis of covariance, in several forms, has been our main vehicle for comparing FT and NFT performance. We have argued that the data are distributed approximately as this analysis assumes they should be, but we are still uncomfortably aware that ANCOVA was created to take care of chance differences that arise among randomly-constituted groups. To apply it to the comparison of the judgmentally-formed FT and NFT groups is, inescapably, to stretch it beyond its range of strict applicability. Faced with the "black box" of covariance adjustment, we have looked at its performance from a number of perspectives, in the hope of satisfying ourselves that it is not clouding our results with errors and artifacts. Since we observe the effects of the adjustments at site level, we have looked at that level for any anomalies that might call our conclusions into question. By and large, the search has tended to reinforce our confidence in the results as presented.

What does the covariance adjustment accomplish? First let us examine what would have happened if FT groups had been compared with other FT groups. To answer this question, we note that WRAT pretest site means and MAT Reading posttest site means are positively correlated ($r=.77$ for FT groups). (See Appendix Figure 4-3.)

The success of local group matching can be determined in part by correlating the raw differences between FT and local NFT site group means on pretest and Reading posttest. (See Appendix Figure A4-4.) A correlation of .64 still reflects, however, an unacceptable level of advantage for those who started out ahead of their local comparison group: groups that are ahead of their neighbors after intervention, were usually ahead at the outset. Unadjusted local FT/NFT comparisons do not reflect very accurately the progress that FT children have made, because FT and NFT groups are not very well matched at pretest.

The treatment groups are defined and fixed: assignment of children to treatment groups can bring about no further progress toward their equivalence. If we are to line up our groups at comparable sets of starting blocks, we must do it statistically and after the fact. The adjusted local FT/NFT site posttest Reading mean differences are uncorrelated ($r=-.03$) with the raw local WRAT differences: the covariance adjustment seems to have succeeded where unadjusted local comparison fails. (See Appendix Figure A4-5.) As one would hope, the adjusted Reading differences seem not to be unduly affected by relative pretest level.

Table 4-1 summarizes these correlations and related ones for the local, matched, and pooled analyses of Reading, Mathematics, and Spelling posttests. A few patterns are apparent in these numbers: Absolute FT

Table 4-1

Correlations of Site Pretest and Posttest Means and Raw and Adjusted Treatment -- Comparison Differences (N=50 sites[1])

MAT Posttest	WRAT Pretest	MAT POSTTEST						
			FT-NFT Differences					
			Local		Matched		Pooled	
		Raw FT	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Reading	FT Mean	.77**	.41*	.02	.12	.17	.77**	.39*
	FT-NFT Difference[2]	.41*	.64**	-.03	.10	.03	.41*	.39*
Math	FT Mean	.66**	.34*	.12	.05	.04	.66**	.13
	FT-NFT Difference[2]	.33*	.46**	.04	.07	-.02	.33*	.13
Spelling	FT Mean	.70**	.37*	.26*	.26*	-.08	.70**	-.10
	FT-NFT Difference[2]	.42**	.57**	.31*	.19	-.11	.42**	-.10

* p<.05
**p<.001

[1] The two sites omitted from these computations were Meridian, IL, which had no NFT group, and San Jose, CA, where FT/NFT mismatch was so severe as to distort the pattern out of recognition.

[2] Each WRAT difference is the one appropriate to the posttest difference with which it is correlated: local for local contrasts, matched for matched contrasts, and deviations from the grand WRAT mean for the pooled contrasts.

pretest level also seems not to bias the adjusted local Reading posttest comparison (r=.02): groups that score high or low at pretest do not seem to get systematically high or low adjusted difference estimates. The adjustment seems not to discriminate among sites on the basis of pretest performance. Much the same pattern obtains for local comparisons on Mathematics scores, and also for the pooled comparisons on Mathematics and Spelling.

For the matched comparisons, rather a different picture emerges. The raw matched FT-NFT posttest differences correlate negligibly with both the FT WRAT and the local WRAT FT-NFT difference, even before adjustment, for both Reading and Mathematics, indicating that the matching algorithm was successful. The adjustment after matching changes the correlation very little. For Spelling, some of the original raw FT WRAT FT-NFT posttest difference correlation remains after matching, but the adjustment seems to reduce it successfully. All the correlations with the adjusted matched differences are insignificantly different from zero.

While it is reassuring to find the covariance adjustment eliminating some of the biases it was designed to deal with, at least according to some gross indicators, we must also note that such success is not a guaranteed outcome of the procedure. In the pooled comparison for Reading and the local comparison for Spelling, the adjustment leaves a significant amount of predictive power with both the raw FT pretest and the FT-NFT pretest difference. Site FT groups with high pretest means, either absolute or relative to their respective comparison groups, do show some tendency to have high adjusted values, unlike the other seven.

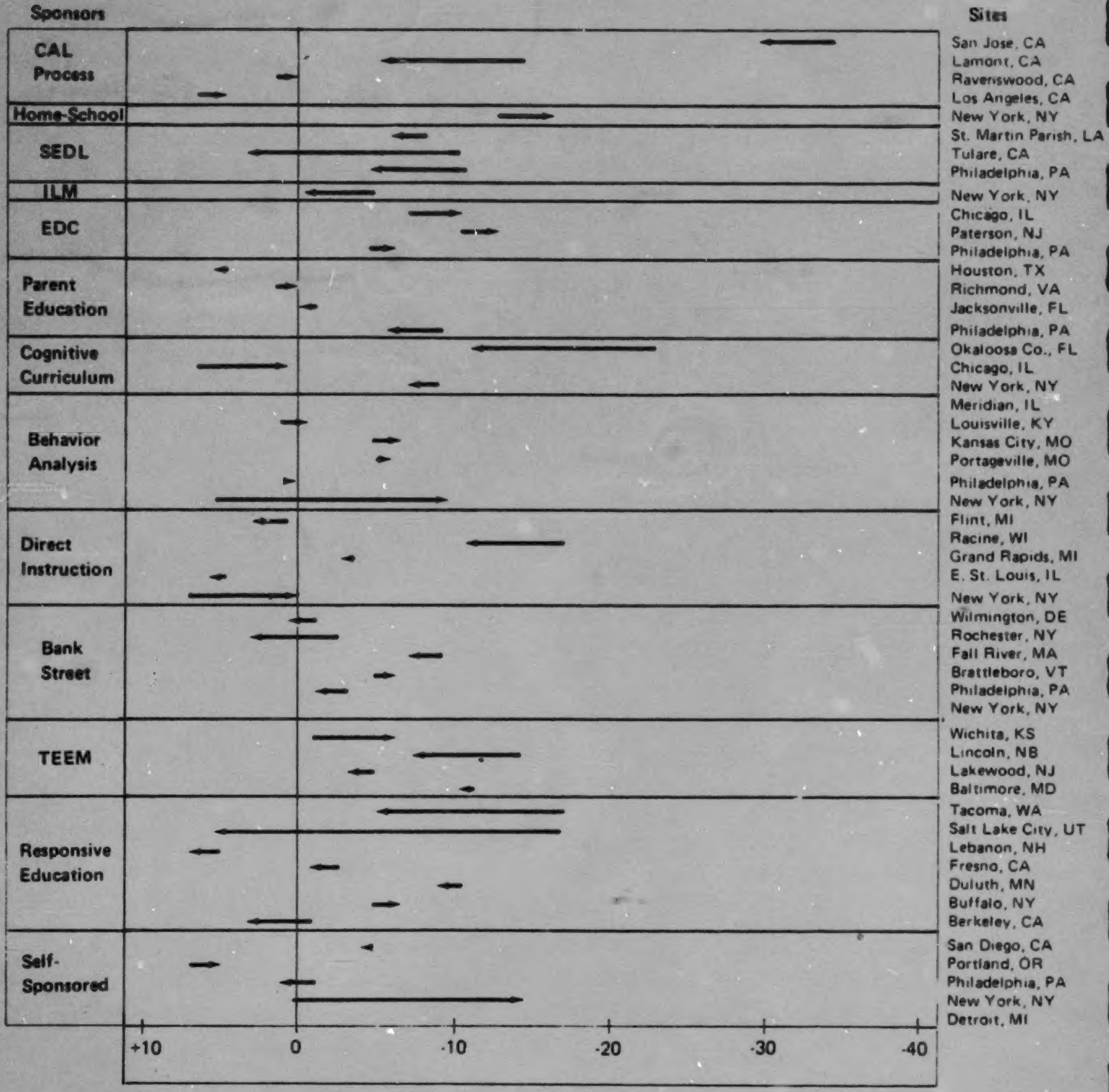
The practical meaning of this last unsettling observation is not altogether obvious. The correlations in Table 4-1 would seem to suggest that one ought to distrust the local Spelling comparisons and the pooled Reading comparisons. It may be, however, that the adjustment is working badly in only some of its applications, and it would be a pity to discard a hundred valid comparisons because of a few cases in which the adjustment procedure has been extended beyond its range of applicability.

How can we tell which adjustments to trust?

Perhaps a direct examination of the adjustments themselves will provide a better basis for discerning among them and weeding out the undependable cases. Figure 4-2 shows the actual covariance adjustments which were applied in the computation of the local adjusted MAT Reading differences in the 51 sites where such a computation was possible. The tail of each arrow indicates the raw mean Reading score difference between FT and NFT in the corresponding site; the head indicates the adjusted difference. Long arrows thus denote large adjustments, wherever the difference may lie either before or after adjustment. A few observations:

- 31 (63 percent) of the arrows point left, reflecting FT's pervasive tendency to be more disadvantaged in terms of the covariates than NFT.

Figure 4–2
DIFFERENCES BETWEEN FT AND NFT UNADJUSTED MAT READING OUTCOME AND FT AND NFT ADJUSTED MAT READING OUTCOME FOR COHORT II SITES



- In 16 (31 percent) of the sites, the FT groups score above their local NFT comparisons, in absolute terms, 16 of the arrows accordingly start at the right of the zero-axis. Of the eight adjustments that were sufficient to change the direction of the FT/NFT difference (the arrows cross the zero line), five change it for the better, and 13 others remain to the right both before and after adjustment, making a total of 18 (33 percent) adjusted differences on Reading that favor the FT site groups.
- 14 (27 percent) of the adjustments changed the comparison by five points or more; these included nine of the 31 upward adjustments (28 percent) and five of the 19 downward adjustments (26 percent): large adjustments do not seem to have a preferred direction.
- There seems to be some tendency for the magnitude of the absolute difference to be reduced: eight (63 percent) of the 16 positive raw contrasts are diminished by the adjustment, and 25 (74 percent) of the negative raw contrasts are enhanced. Adjustments, that is, tend to reduce the absolute magnitude of the raw FT/NFT differences.

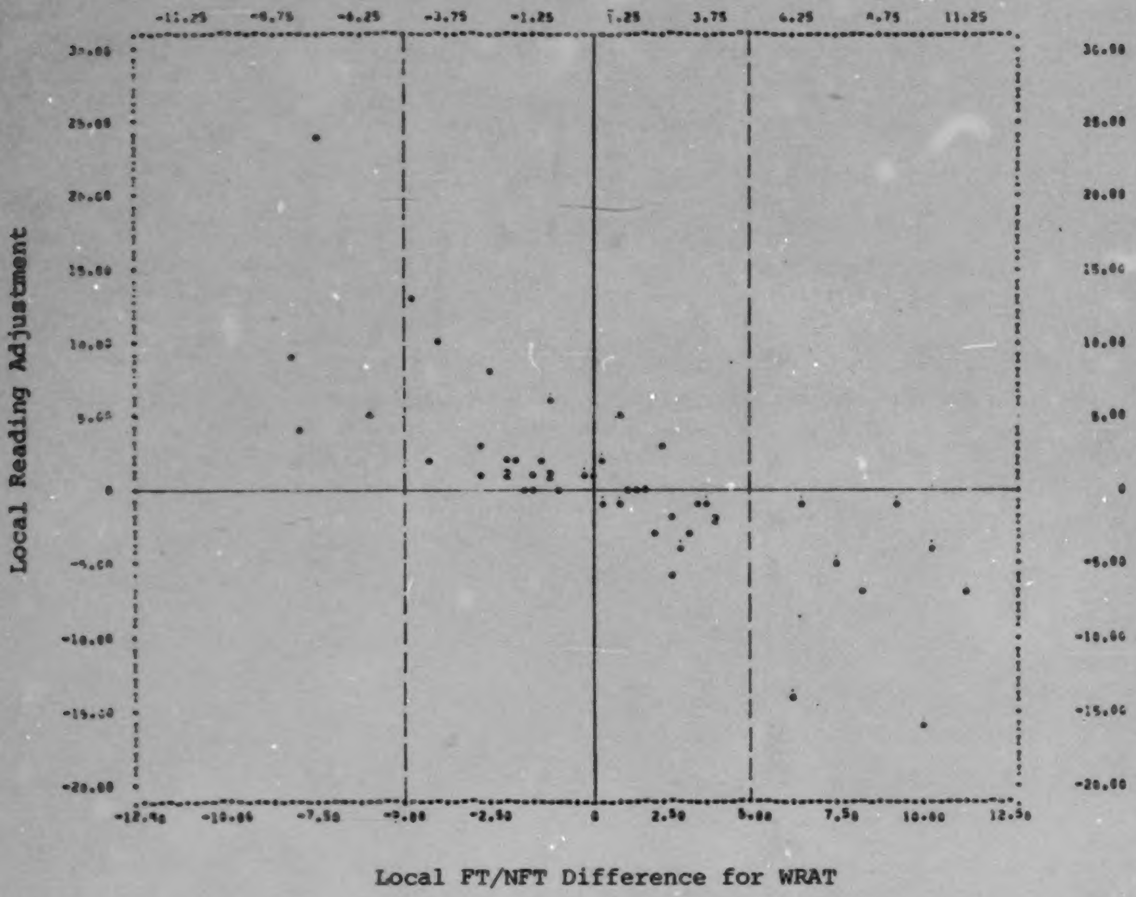
At least one adjustment (the first site) is clearly associated with such an extreme FT/NFT mismatch that neither the adjustment nor the contrast it adjusts seems likely to have much meaning. We are also inclined to look with suspicion on the 14 long arrows: If the FT and NFT groups are different enough to require such substantial adjustment, then the adjustment mechanism has probably been extended beyond its range of trustworthiness.

In order to decide which adjustments to trust, of course, it would be useful to know how sensitive they are to the various covariates that went into their computation. Figure 4-3 shows the joint distribution of the local reading adjustment (difference between unadjusted and adjusted posttest differences) and the local FT/NFT WRAT pretest mean difference. There is an overall large negative correlation ($r=-.77$) between the adjustment and the local pretest discrepancy. This negative correlation indicates (as Figure 4-3 illustrates) that large NFT-favoring pretest differences are associated with the large FT-favoring adjustments and vice versa. A substantial tendency exists for the distribution (Figure 4-3) to spread out and become diffuse as WRAT mismatch increases (i.e., away from the vertical axis in either direction).

This dumbbell-shaped distribution suggests that the WRAT pretest difference (or other variables in the equation highly correlated with it) is

Figure 4-3

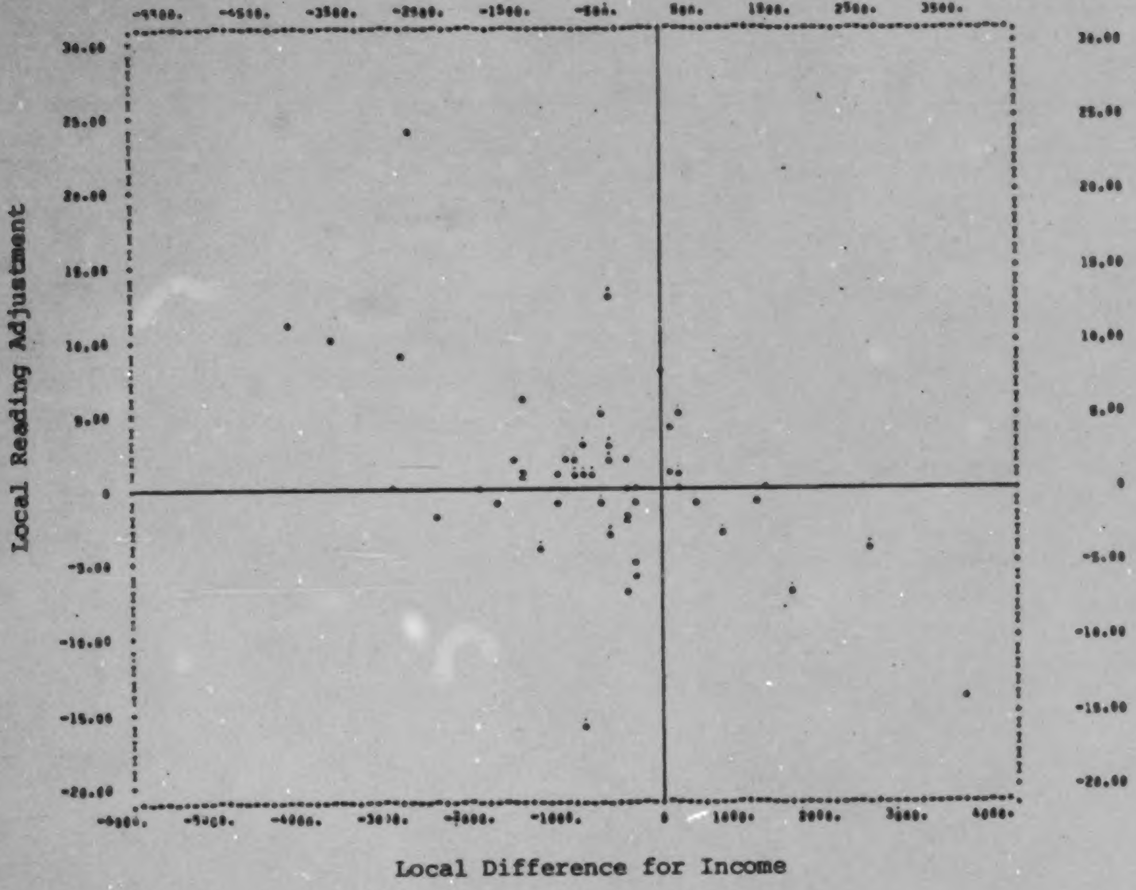
Joint Distribution of Local MAT Reading Adjustment
and the Local FT/NFT WRAT Difference



strongly related to the adjustment, as long as the WRAT mismatch is not greater than, say, five points (dotted vertical lines). Beyond that, we interpret the spreading of the distribution as an indication of the increasing instability of the adjustment computation and its inability to adjust properly for large initial WRAT mismatches. Note, however, that WRAT is not the only covariate that influences the adjustments. If it were, the WRAT discrepancy and adjustment could not have the same sign in any site. While it is true that no site whose FT group scored below its NFT group on the WRAT has a negative adjustment, five sites are positively adjusted despite small FT pretest advantages.

Figure 4-4

Joint Distribution of Local MAT Reading Adjustment
and the Local FT/NFT Income Difference



By contrast, Figure 4-4 scatters the same local Reading adjustment against another covariate that entered into its computation: the local FT/NFT income mean difference. The correlation is negative and substantial (r=.51) in this case, too, but the diffuseness of the distribution extends over the full range of both variables. That is, the adjustment's relationship with the income discrepancy does not seem to depend on the absolute value of that discrepancy as it did in the case of the analogous relationships with WRAT. Eighteen adjustments have the same sign as their income discrepancies. Since the scatterplot of adjustment with pretest discrepancy is less diffuse than the scatterplot of adjustment with income discrepancy, and the correlation between the former two variables is larger than the correlation between the latter two variables it appears that the adjustment responds more to pretest than to income. The partial correlation of the Reading adjustment with the income discrepancy, holding the WRAT discrepancy constant, however, is still -.38, and so it is evident that income (or its correlates other than pretest) is still performing a function in the adjustment computation, however secondary to that of the pretest.

What would a simple ranking analysis reveal?

Another approach to examining the plausibility of our analytic methods is accomplished by performing a nonparametric analysis which does not make any of the assumptions that the primary analysis (ANCOVA) makes.

We have performed two analyses of ranks which approximate in different ways the logic of the analyses of covariance. The estimates of adjusted differences that emerge from these analyses correlate well with those of our principal analyses and confirm their general pattern.

We have transformed to ranks the WRAT and the posttest Reading, Mathematics, and Spelling mean scores for each site's FT, local NFT, and best matched NFT groups, combining the 52 FT groups and the 36 distinct NFT groups into a single list for ranking purposes. We have then computed for each FT site group several derivative rank scores.

- Three rank changes from pretest to posttest, which are simply the differences between the three MAT ranks respectively, and the WRAT rank.
- Eight rank gaps: the differences between FT and local NFT, and between FT and matched NFT ranks on the four test scores.
- Six rank gap changes: the differences between the local MAT gaps and the local WRAT gap, and between the matched MAT gaps and the matched WRAT gap.

The Reading, Mathematics, and Spelling rank changes and rank gap changes for each site appear in profile form as Appendix Figures A4-6 through A4-8. For the sake of comparison, Figures A4-9 through A4-11 also display the local, matched, and pooled ANCOVA estimates of the same adjusted differences.

Each of these six estimates (see Table 4-2) addresses the question of adjusted FT/NFT achievement difference from a different perspective.

Qualitatively, the patterns are quite similar. Table 4-2 displays the site-level correlations among the six estimates in the 48 sites for which all six exist. All these fifteen correlations are positive, as one would expect, but none is perfect: the six analyses really do reflect different emphases on various aspects of the data, and the data look different from the different perspectives. The matched ANCOVA results agree with those of the matched rank gap change (r=.79) better than is the case for any other pair. The rank change and the pooled ANCOVA, on the other hand, do not agree at all well (r=.11). These correlations reinforce our judgment that the evaluation of Follow Through requires more information than any one analysis can provide. In interpreting the various estimates of the adjusted differences, we have tried to take into account the conceptual differences among the questions that the analyses ask, as well as the variety of assumptions that they make.

Table 4-2

Correlations Among Six Estimates
of Adjusted FT/NFT Site Differences on MAT Total Reading (N=48 Sites)

	ANCOVA			RANKING		
					Rank Gap Change	
	Local	Matched	Pooled	Rank Change	Local	Matched
Local ANCOVA	1.00					
Matched ANCOVA	.40	1.00				
Pooled ANCOVA	.51	.44	1.00			
Rank Change	.30	.29	.11	1.00		
Local Rank Gap Change	.60	.26	.28	.53	1.00	
Matched Rank Gap Change	.36	.79	.46	.50	.32	1.00

Grey-out

As mentioned earlier in the discussion of ANCOVA, we believe there are certain conditions under which the adjustment produced by ANCOVA may be misleading. These include:

- when the relationship between a given covariate and outcome is different for the treatment and comparison groups being analyzed;
- when the pretest difference between the treatment and comparison groups being analyzed is greater than five points (about one-half of a standard deviation); and
- when the percent of those attending preschool in each group differed by more than 50 percent.

In the first case, the treatment and comparison group regression lines of some outcomes on some covariates are heterogeneous; i.e.: non-parallel, and thus the pooled regression line used by ANCOVA is not appropriate for use in adjustment. In the second case, a five point difference on pretest is large enough to make us question whether the two groups being compared are really from the same population, and whether the adjustments are appropriate.

In the third case, given that we were not able to disentangle the effects of preschool from the effects of Follow Through in our analyses and that such experience is generally regarded as quite important in a child's development, we believe that the reader should be aware of the potentially biasing effects of this variable.

In an effort to fully inform the reader about the extent of these problems, we have pointed out these analyses and comparisons which are questionable by "greying-out" the appropriate sections of the Effects and Summary of Effects tables.* By "grey-out" we mean that a grey mask has been placed over the effects of each table in which we consider the analysis to be questionable. The mask allows the reader to clearly see the effects, but serves as an effective warning that something may be amiss. The reason for "grey-out" is indicated on the tables by "PS" for preschool, "FKW" for pretest, and "HET" for heterogeneity.

The discussions in each sponsor chapter completely disregard any "greyed-out" results. Thus, the sponsor and site discussions are based solely on analyses which we believe to be appropriate. The interested reader may, however, wish to incorporate the "greyed-out" effects into his/her own interpretation.

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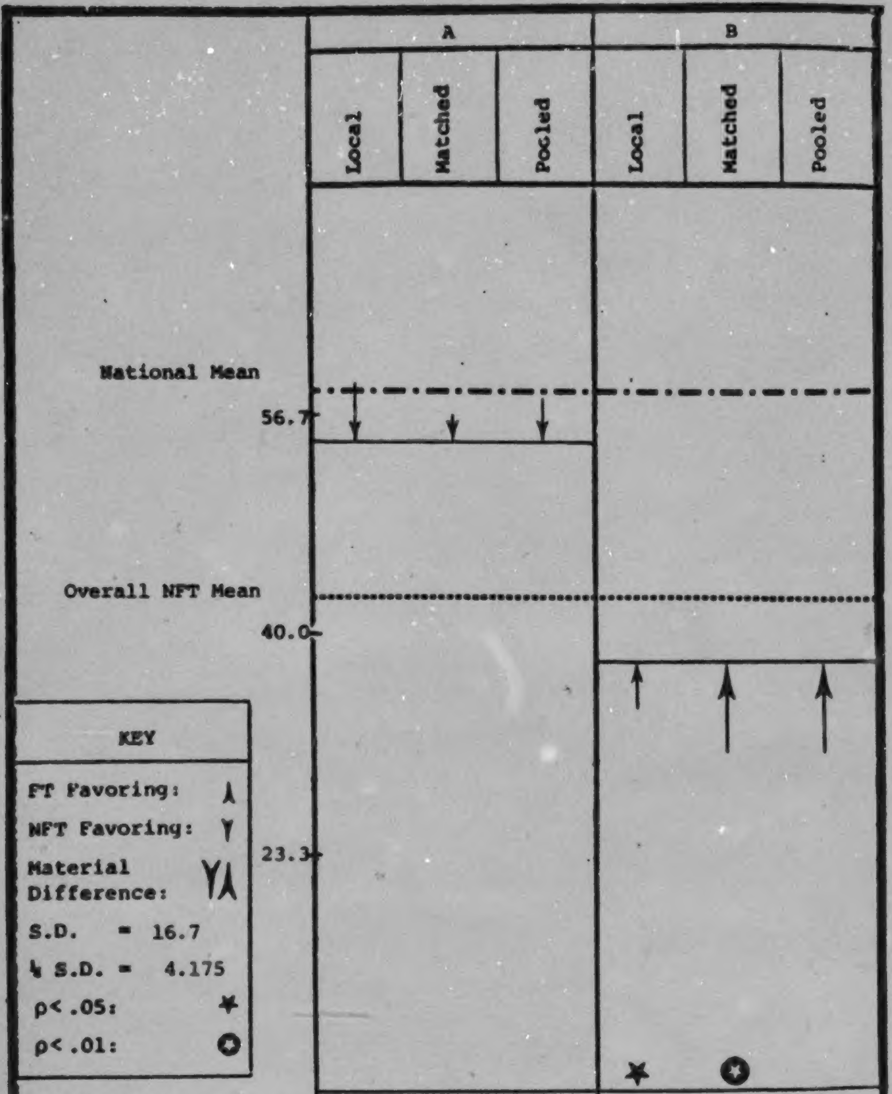
*See next section in Chapter Four for an explanation of Effects and Summary of Effects tables.

Effects Tables

In the following chapters of this volume, results of analyses are presented for each of the sites that a given sponsor is dealing with, in a format similar to that of Table 4-3. This table presents three analyses

Table 4-3

Sample Effects Table



	A Local	A Matched	A Pooled	B Local	B Matched	B Pooled
Magnitude of Effect	-4.0	-2.8	-3.5	3.5	6.5	6.5
Standard Error	4.0	1.7	2.0	1.7	1.7	3.6
FT Mean		54.7			38.0	
No. of FT Children		35			53	
Matched NFT Site		D			E	

for two hypothetical sites, here labeled Site A and Site B. The analyses are labeled "Local," "Matched," and "Pooled," corresponding to the methods already described.

At the bottom of the table three magnitudes of effect (adjusted differences between treatment and comparison groups) and three standard errors are presented for each site, one for each method. In addition, the posttest mean and number of children for the FT group in each site are presented. Finally, the name of the best matched comparison site is shown.

For each site a horizontal line (corresponding to the FT mean presented at the bottom of the table) is drawn to show the posttest level of the FT group. The three arrows presented in conjunction with this line represent the magnitude and direction of effect found by each analysis. The length of an arrow corresponds to the magnitude of an effect (in addition, a darkened arrowhead indicates a material effect, that is, an effect which is greater than or equal to one-quarter of the standard deviation* of the relevant outcome measure), while the direction of the arrow corresponds to the direction of the effect. (An upward arrow represents an FT-favoring effect, a downward arrow represents a comparison-group-favoring effect.)

Two additional horizontal lines appear on the table, one at the overall NFT mean and one at the mean of the national norm group (available only for the MAT). Finally, the standard deviation of the relevant outcome measure, which is used in judging the materiality of the effect, is presented in the key.

For an effect to be statistically significant, at the .05 level it must be approximately 2.0 times larger than its standard error; and at the .01 level, approximately 2.75 times larger than its standard error.

---

* The standard deviation used as a criterion for judging the materiality of effects was calculated by removing between-site variance from the raw standard deviation based on all children in the analytic sample. Operationally this was accomplished by doing a one-way ANOVA on each outcome measure, where each site was a cell in the design. The square root of the MS_w from the ANOVA is then the standard deviation of the outcome measure with between-sites variance removed.

For the first site in the table (Site A) all arrows are pointing downward, indicating that the adjusted differences between the treatment and the comparison groups favor the comparison groups. That is, after adjustment, the comparison children appear to have gained somewhat more than the treatment children. However, none of these differences is statistically significant; that is, none of them would be expected by chance as infrequently as one in twenty times. Furthermore, none of the differences are greater than or equal to one-quarter of a standard deviation of the outcome score; that is, none are of a material size. Therefore the Follow Through group in Site A has gained as much as its local comparison group, as much as its best matched comparison group, and as much as the average comparison children in sites distributed throughout the country.

The second site in the table (Site B) shows somewhat different results. All of the arrows are pointing in an upward direction, indicating that the Follow Through group appears to have gained somewhat more than each of its comparison groups. The arrows for the matched and pooled comparisons have bold heads indicating that the size of the effect is as large or larger than a quarter of a standard deviation of the outcome measure. It should be noted that the effects for the local and matched comparisons are also statistically significant. In this site the Follow Through children are gaining somewhat more than would be expected.

Summary of Effects Tables

All effects tables for a given sponsor have been condensed into Summary of Effects tables similar to Figure 4-4 on the following page. A "+" in the summary table indicates an FT-favoring effect which is both statistically significant and material, while a "-" indicates an NFT-favoring significant and material effect. All other effects (non-significant and/or non-material) are shown as blanks.

We are now ready to turn to the results of these analyses.

Figure 4-4

SAMPLE SUMMARY OF EFFECTS TABLE

	SITE A			SITE B		
	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading	+	+	+	-		
Total Math	+			-	-	-
Spelling	+					
Language						
Raven's						
Coopersmith						
IARS (+)						
IARS (-)						
Word Knowledge	+	+	+			
Reading	+	+	+			
Math Concepts	+			-	-	-
Math Computations	+			-	-	-
Math Problem Solving						
Language Part A						
Language Part B						

PART THREE:

THE EFFECTIVENESS OF FOLLOW THROUGH PROGRAMS

Linda B. Stebbins, Richard B. Anderson, D. Catherine Baltzell,
Patricia Evans, Thomas E. Ferb, Paul Freyheit, Sanford Friedman,
Michael Hagerty, Mary M. Kennedy, Bernadette Nelson, Claudette Piper,
Elizabeth C. Proper, Robert [illegible] St.Pierre, and Muriel T. Watkins

with

Charles Brooks, Karen Ferb, Joann Jastrzab, Ellen Katzenstein, Karen Keefe,
Rosamund Ladner, Yevgenia Mackiernan, Ennio Mingolla, and David Poppe

CHAPTER FIVE

RESPONSIVE EDUCATION MODEL
Far West Laboratory for Educational Research and Development

Overview

The Responsive Education model bases its educational philosophy on the premise that in order to learn a child needs a sense of personal worth and an environment in which materials and activities stimulate and respond to the child's interests. Given that essential self-esteem and that learning environment, the acquisition of academic skills will follow.

The model is analyzed in seven school districts across the country. The FT-favoring (+) and NFT-favoring (-) effects for the children in these sites are summarized in Figure 5-1. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed.

The average family income in all but one of the Responsive Education sites is lower for FT families than it is for NFT families, sometimes substantially lower. In all but one of the sites parents feel the school has helped their children. As indicated in Figure 5-2, the FT children in three sites (Buffalo, Fresno, and Tacoma) are performing one or more years below grade level on the MAT norms. FT children in the remainder of the sites are performing at or slightly below grade level.

Description of the Model

Since 1968 the Responsive Education model has been implemented in fourteen Follow Through sites, nine urban and five rural. The students are primarily Black. The next major grouping is White, followed by a small

Figure 5-1

SUMMARY OF EFFECTS FOR RESPONSIVE EDUCATION MODEL

	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading					-	-	-	-	-								-	-			-
Total Math				-	-	-	-	-	-					-					-		-
Spelling			-			-	-		-			-						-	-	-	-
Language						-	-	-	-		+	+		-							
Raven's										-	-	-			-		-	-		+	
Coopersmith			+			+	-	-				+			+				-	-	
IARS (+)	+	+	+								-	-					-		-	-	-
IARS (-)	+	+	+													-			-	-	-
Word Knowledge					-		-	-	-								-	-	-		-
Reading			+	-	-	-	-	-	-								-	-			-
Math Concepts				-	-	-	-	-	-			-		-							-
Math Computations			+				-	-	-					-				+	-		-
Math Problem Solving				-	-	-	-	-	-								-			-	-
Language Part A			+									+			+						
Language Part B						-	-	-	-	+	+	+		-					-		
			FKW			PS									FKW	PS, FKW	PS		PS		PS

percentage of Mexican Americans, American Indians, and Orientals.

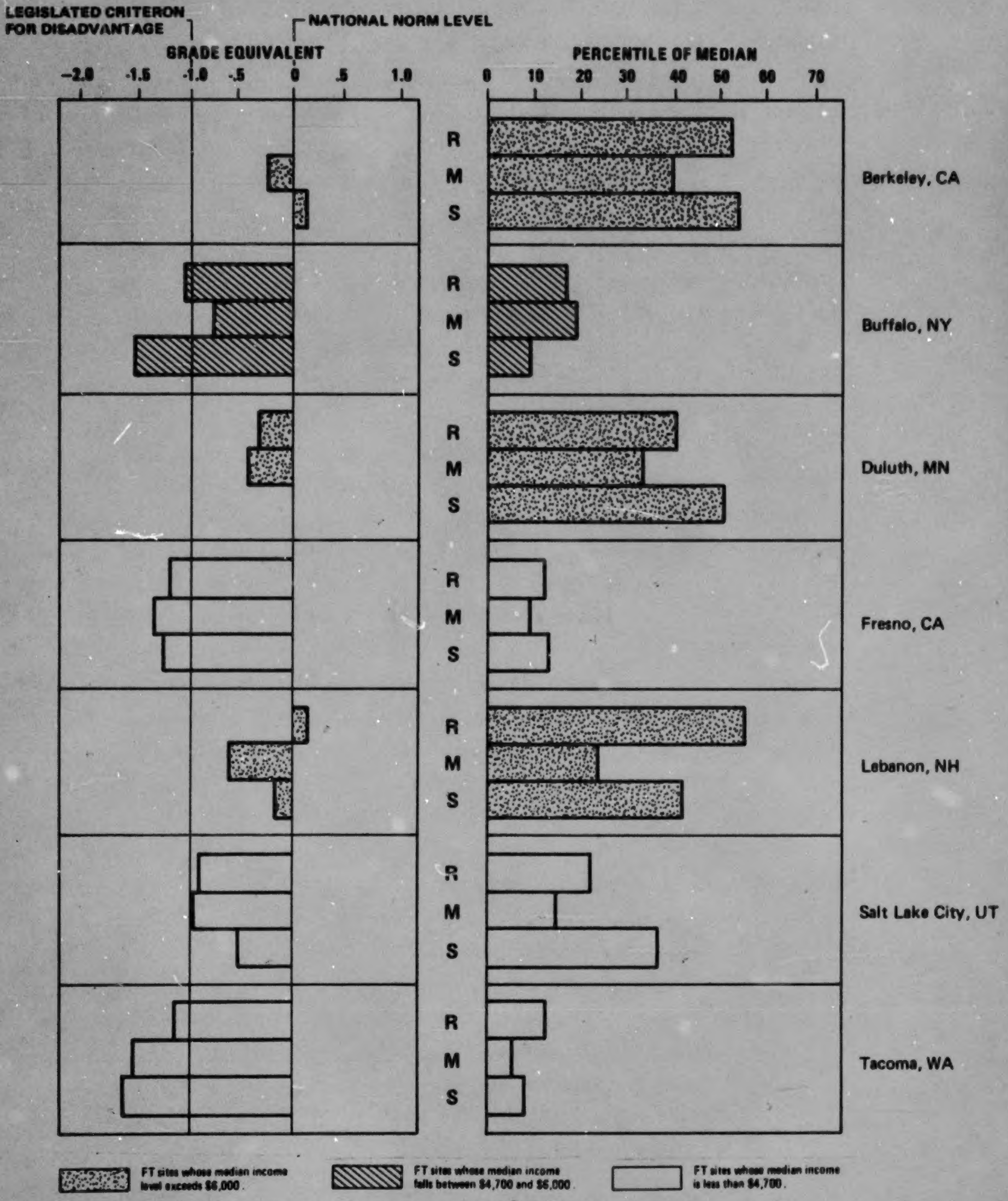
The essence of this model has been described as follows:

> The responsive program is based on beliefs in building a pluralistic society and in strengthening children as individuals. Instead of the deficit view of compensatory education that focuses on deficiencies of low-income, minority children, it adheres to a positive approach of enhancing the values of cultural differences and responding to the strengths of children as individuals . . . schools should respond to children and their families rather than vice versa. (NERO and Associates, Inc., 1973)

The Responsive Education model assumes that no single theory of learning can account for all the modes in which children learn; therefore

Figure 5-2

Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in RESPONSIVE EDUCATION MODEL



R = Reading, M = Math, S = Spelling

it seeks to provide a variety of educational alternatives which build on background, culture, and the life style with which the child comes into the classroom. This model seeks to help children to develop both healthy self-concepts and intellectual ability. To accomplish this objective, each child is placed in a non-graded situation in which problem-solving can occur at the individual child's own pace. The classroom is unstructured to the extent that each child can take a self-directed approach to learning. It is structured only in the respect that the learning centers and activities provided are carefully designed to stimulate and respond immediately to the child's learning activities. An important aspect of this program is the self-service learning center in which problem-solving materials such as the matrix games, an electric typewriter, and other commercially prepared materials such as Cuisenaire math are available to the child.

The objective for teachers in this model is to learn a style by which they respond more to children that do the children to them. Teachers are trained to be sensitive to the individual child's needs, on that basis to provide feedback, and to maintain a balance between teacher- and child-directed activities in the classroom.

The Responsive Education approach places heavy emphasis on the use of parents as extensions in meeting the model's objectives. The parents are encouraged to share in policy and curriculum decisions, to participate in the Parent Advisory Council and to become involved in the classroom as volunteers. This model provides specific training for the parents to help them extend program objectives into the home. Parents are taught to use games and toys checked out from an adult's toy library. Parents also meet in workshops where they are taught to make materials to use as teaching aids. Through this training and through the volunteer classroom activities, parents have the opportunity to learn types of adult-child interactions which are consistent with the objectives of the program.

In summary, the Responsive Education model places strong emphasis on the socio-emotional dimension while stressing the development of cognitive skills. This is accomplished by allowing children to exercise free choice from a variety of structured alternatives.

Description of the Learning Environment

Figure 5-3 shows the Responsive Education teachers' attitudes on variables described in Chapter Two. Generally speaking, a low structure model has been consistently implemented across the sites. Berkeley, Buffalo, Lebanon, Salt Lake City, and Tacoma stand out as the least structured of the seven sites. On the emotional emphasis cluster, except for Buffalo and Lebanon, which are especially high, Responsive Education teachers generally report an average degree of academic skills emphasis. Tacoma, however, appears to place a greater than average emphasis on academic skills. In terms of teacher satisfaction with the sponsor, certain sites stand out from the others. Lebanon shows a notably high degree of teacher satisfaction with the sponsor, while Salt Lake City, Duluth, and Fresno show lower than average degrees of satisfaction.

As Figure 5-4 shows, parents in this model show some variability on the optimal parent factors (I and II). Parents in Duluth and Lebanon are below average on parent child interaction, while other sites tend to be average. Responsive Education parents also generally show a moderate to high degree of involvement on the basic factors, (III - V). Parents in Tacoma are exceptionally high on the basic involvement factors as well as in school receptivity. Duluth is the only site below the mean on all three factors. All sites report average or above average perceptions of school receptivity, especially Tacoma, suggesting that the desired degree of involvement of parents as teaching agents has not been achieved in all sites. Parents in Berkeley, Fresno, Lebanon, and Tacoma appear to have a relatively high degree of satisfaction (factors VI - IX) with the sponsor, while parents in Buffalo and Duluth appear to have a moderate degree of satisfaction with the sponsor. All sites in this model have parents who perceive an average or above average degree of control over their environment. Additional information about the teacher and parent samples is contained in Appendix Tables A5-2, A5-4, and A5-5.

Characteristics of the Sample

The Responsive Education sample is similar to the total FT sample although it may be slightly more advantaged. More FT and NFT mothers in this model's sites have completed high school, both groups report higher

Figure 5-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR RESPONSIVE EDUCATION MODEL

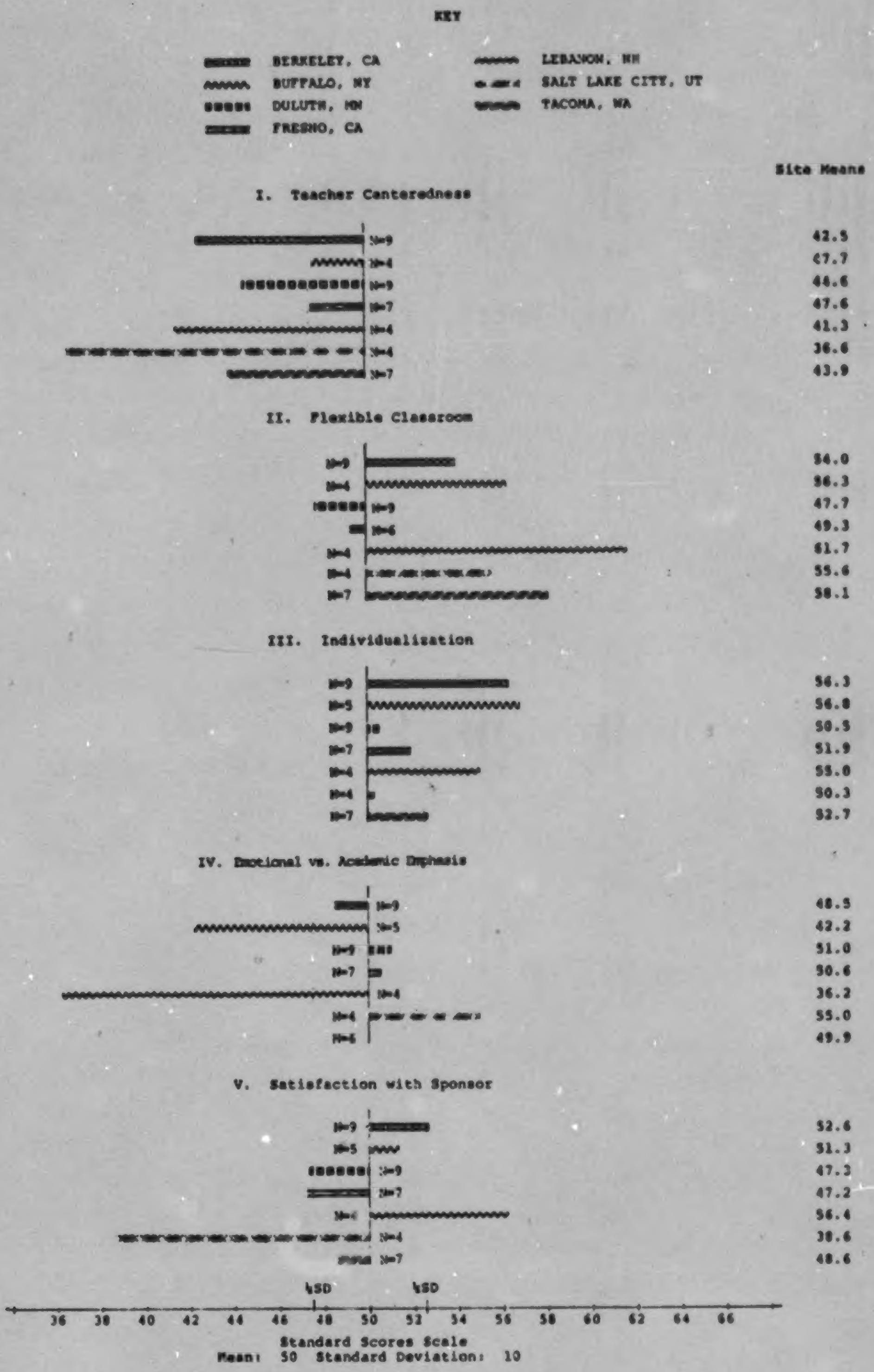
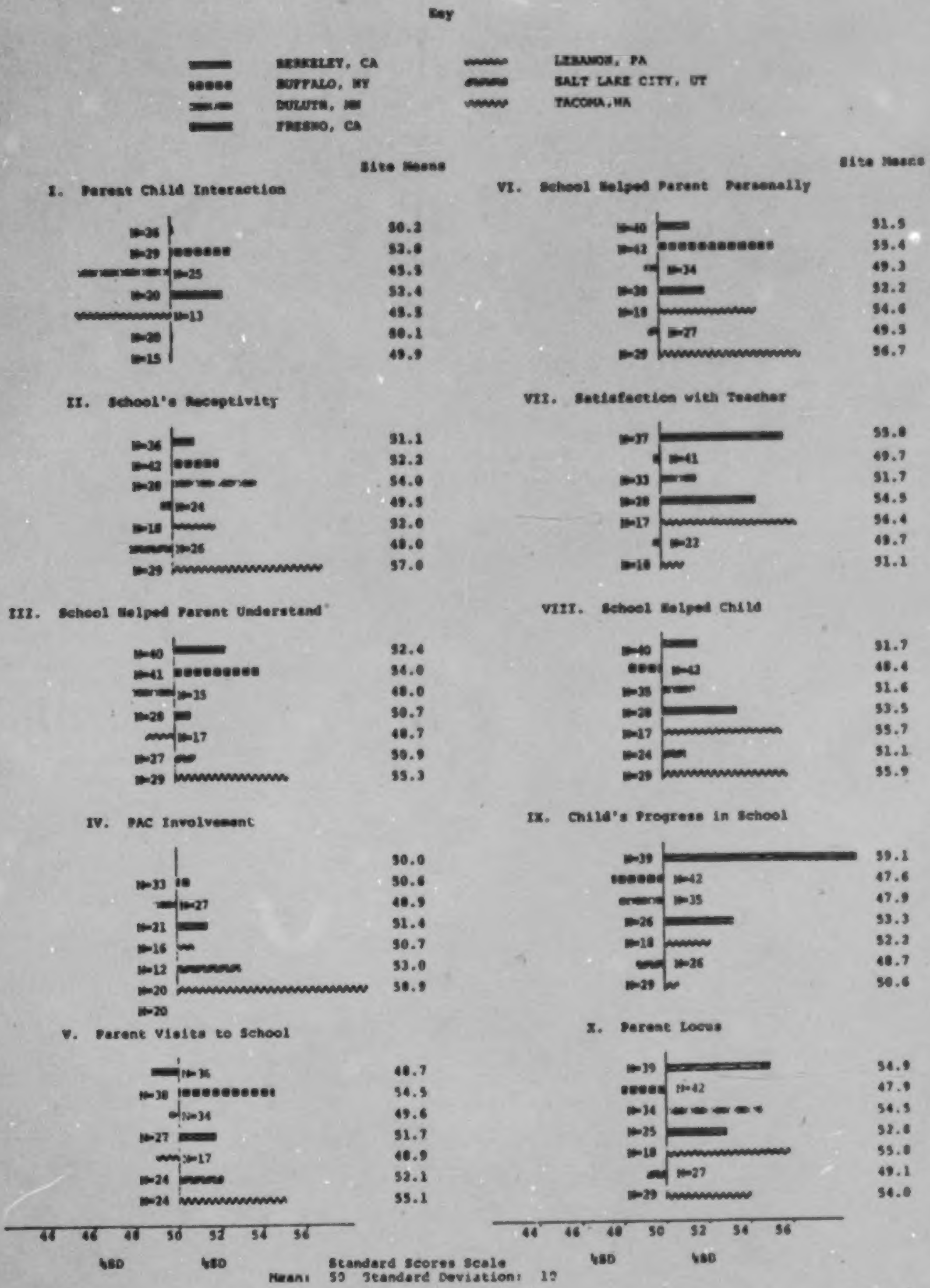


Figure 5-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM PARENT QUESTIONNAIRE FACTORS FOR RESPONSIVE EDUCATION MODEL



incomes, and FT and NFT children score higher at kindergarten entry than is typical of the overall sample. As is typical, more FT than NFT children have attended preschool and FT income is lower than NFT income. Table 5-1 displays the background variables for each of the Responsive Education sites.

Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 5-2 through 5-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 5-6 through 5-9);
- standardized scores for MAT subtests (Table 5-10);
- effects for the preschool analyses (Tables 5-12 and 5-13).

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

- effects on the MAT partial subtests (Tables A5-6 through A5-12);
- attrition (Table A5-13);
- ethnic distribution (Table A5-16);
- background variables for Cohort III analyses (Table A5-17);
- effects on MAT subtests (Reading, Math, and Spelling) for Cohort III (Tables A5-18 through A5-20);
- standardized scores for MAT subtests for Cohort III (Table A5-21);
- teacher questionnaire cluster variables for Cohort III (Table A5-1);
- teacher background characteristics for Cohort III (Table A5-2).

Table 5-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match			
Children in Analytic Sample																											
Number	99	71		77	27		77	79		48	54		14	21	97	36	55	51	51	62	42						
Fall Kindergarten WRAT																											
Mean Score	45.4	42.8		29.8	27.6		33.4	34.1		32.6	33.8		40.3	40.1	37.6	28.2	35.6	28.0	29.0	32.9	28.6	34.1	35.3		29.8	29.6	
Percent with Preschool	91	79		97	93		53	31		85	78		50	10	39	78	17	42	98	30	92	79	48		51	49	9
Number Responding	90	68		76	27		75	77		44	41		14	21	61	36	46	38	50	40	40						
Children's Ethnicity																											
Percent Black	59	38		97	100		1	0		54	48		0	0	0	3	0	8	55	15	100	38	29		70	57	11
Percent White	38	56		3	0		92	98		4	11		100	100	100	44	84	72	39	77	0	46	61		19	34	87
Percent Other	3	6		0	0		7	2		42	41		0	0	0	53	16	20	6	8	0	16	10		11	10	2
Family Income in Median Dollars	8666	9809		5500	6250		6350	7929		3875	3750		8750	9250	9500	3950	8000	4666	3200	8750	2875	5756	7677		4733	5964	9590
Number Responding	79	67		44	24		70	75		32	40		12	20	61	32	41	35	37	40	11						
Mother's Education																											
Percent High School Graduates	87	96		38	44		56	70		52	30		83	81	85	33	75	31	64	59	11	59	65		46	46	51
Number Responding	80	67		42	25		72	77		31	37		12	21	60	33	44	35	36	37	9						
Female Heads of Household																											
Percent	35	21		41	35		29	18		32	48		15	14	7	41	18	23	54	12	58	35	24		42	34	9
Teachers																											
Number	9	15		5	8		9	6		7	9		4	4	13	4	10	7	7	7	5						
Teacher Education																											
Percent B.A. or Less	67	33		0	12		62	50		71	22		50	100	38	50	40	86	57	43	20	51	43		34	45	
Percent More than B.A.	33	27		40	50		25	33		29	67		25	0	15	50	60	14	14	57	40	31	42		42	34	
Percent More than M.A.	0	40		60	38		12	17		0	11		25	0	46	0	0	0	29	0	40	18	15		24	21	
Teaching Experience																											
Total Years	15.8	10.5		11.0	7.2		5.0	11.5		6.3	7.8		2.5	8.8	28.2	4.5	6.7	11.1	4.9	10.6	6.2	7.1	9.0		8.3	10.9	
BEST MATCH SITE	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD								

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A5-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A5-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A5-14 and A5-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A5-15 and A5-23);
- ethnic distribution for Cohort III (Table A5-24).

Berkeley, CA

The FT and local NFT groups in Berkeley are atypical of the sponsor as a whole in terms of many entry characteristics. Children in both Berkeley groups have higher pretest scores, higher family incomes, and are more likely to have a mother who graduated from high school than children in other Responsive Education sites. The two groups closely resemble each other in terms of all background variables except income. (FT children came from lower income families.) The local NFT also serves as the best matched site.

The FT/pooled NFT comparison has been greyed; the only comparisons discussed here are those for the FT/local and FT/matched groups. In the affective area at the end of third grade FT-favoring effects are yielded in the FT/local and FT/matched NFT comparisons on the IARS (+) and IARS (-).

When compared with the MAT norm group, FT children perform at grade level in all subjects, a performance which is similar to that of NFT children.

Buffalo, NY

The FT and local NFT groups in Buffalo are atypical of the sponsor as a whole in terms of many entry characteristics. Children in both Buffalo groups have lower pretest scores, are more likely to have attended preschool, and are more likely to be Black than children in other Responsive Education sites. The two groups closely resemble each other on all background variables and thus, the local NFT serves as the best matched group.

As in the case of Berkeley, the FT/pooled NFT comparison for Buffalo has been greyed. Discussed here are comparisons for the FT/local and FT/matched groups. At the end of third grade NFT-favoring effects are observed in both comparisons on Total Math and in the FT/matched NFT comparison on Total Reading.

When compared with the MAT norm group, FT children perform one-half year below grade level in Total Math, one year below in Total Reading, and one and one-half years below in Spelling. This performance was approximated by the local NFT group.

A study of the effects of preschool experience revealed that FT children with preschool experience are outperformed by NFT children with preschool experience in Total Reading and Total Math.

Duluth, MN

The FT and local NFT groups in Duluth are typical of the sponsor as a whole in terms of all entry characteristics except ethnic composition; both Duluth groups are comprised of White children, while the sponsor serves a racially mixed sample. The two groups are similar to each other on all background variables except income (FT families have lower incomes), and so the local NFT serves as the best matched group.

At the end of third grade NFT-favoring effects are observed in all comparisons on Total Reading, Total Math, and Language, and in the FT/local and FT/pooled NFT comparisons on Spelling. In the affective area, negative effects are yielded in the FT/local and FT/matched NFT comparisons on the Coopersmith.

When compared with the MAT norm group, FT children score at grade level in all subjects, while NFT children score about one-half year higher.

A study of the effects of preschool experience in Duluth confirms the overall analysis: negative effects in Total Reading for non-preschool children, and Total Math for both subgroups.

Fresno, CA

The FT and local NFT groups in Fresno are typical of the sponsor as a whole in terms of all entry characteristics except income (both

Fresno groups have lower than sponsor average incomes) and ethnic composition (the Fresno groups contain fewer Whites and more Mexican Americans than the sponsor as a whole). FT and NFT children are similar to each other on all background variables and thus the local NFT serves as the best matched group.

At the end of third grade FT-favoring effects are observed in the FT/matched and FT/pooled NFT comparisons on Language; however, NFT-favoring effects are yielded in all comparisons on the Raven's and in the FT/pooled NFT comparison on Spelling. In the affective area an FT-favoring effect is observed in the FT/pooled NFT comparison on the Coopersmith. On the other hand, NFT-favoring effects are yielded in the FT/matched and FT/pooled NFT comparisons on the IARS (+).

When compared with the MAT norm group, FT children score one year below grade level in all subjects, as do NFT children.

Lebanon, NH

The FT and local NFT groups in Lebanon are atypical of the sponsor as a whole in terms of most entry characteristics. Children in Lebanon have higher pretest scores and higher family incomes, and are less likely to have attended preschool than children in other Responsive Education sites. In addition, the ethnic composition of Lebanon is completely White. The two groups are similar to each other with the exception that FT children are more likely to have attended preschool than NFT students. The best matched site for Lebanon is the Lincoln, NB NFT group.

Discussed below are the analyses for the FT/local and FT/matched NFT comparisons; the FT/pooled comparison has been greyed. At the end of third grade NFT-favoring effects are observed in the FT/matched NFT comparison on Total Math and Language.

When compared with the MAT norm group, FT children score at grade level in Total Reading and Spelling, and one-half year below grade level in Total Math, while local NFT children score slightly lower.

Salt Lake City, UT

The local NFT group in Salt Lake City is typical of the sponsor as a whole in terms of most entry characteristics, however, the FT group has a lower pretest and lower income level than both the local NFT and FT groups in other Responsive Education sites. Further, the FT group is approximately half Mexican Americans. The best matched site for Salt Lake City is the NFT group from Tulare, CA.

The FT/local and FT/matched comparisons have been greyed; only the FT/pooled NFT comparison is discussed here. At the end of third grade NFT-favoring effects are observed in the FT/pooled NFT comparison on Total Reading, Spelling, and the Raven's.

When compared with the MAT norm group, FT children score one year below grade level in Total Reading and Total Math, and one-half year below in Spelling, while the local NFT children score at grade level in Total Reading and Spelling, and one-half year below grade level in Total Math.

Tacoma, WA

The FT and local NFT groups in Tacoma are typical of the sponsor as a whole in terms of all entry characteristics except income: the Tacoma FT group has a lower than sponsor average income. The two groups are similar on some background variables; however, FT children come from lower income families, are more likely to have attended preschool, and are more likely to come from a female-headed household than local NFT children. The best matched site for Tacoma is Baltimore, MD.

The FT/local and FT/pooled comparisons have been greyed; only the FT/matched NFT comparison is discussed here. At the end of third grade an NFT-favoring effect is observed in the FT/matched NFT comparison on Spelling and the Raven's. In the affective area, NFT-favoring effects are observed on all outcomes.

When compared with the MAT norm group, FT children score one or one and one-half years below grade level in all subjects, while local NFT children score almost at grade level.

Cohort III Effects to Date

The majority of the Cohort II Responsive Education sites in the analysis are also found in Cohort III. In general, the Cohort III results are somewhat more favorable than the Cohort II findings. The majority of Cohort II comparisons on academic measures indicate that FT children are outperformed by comparison children, while most Cohort III comparisons indicate the FT children perform as well and occaisonally better than comparison children. In the replicated sites the norm scores of the children are also closer to grade level in Cohort III than in Cohort II. Whether these differences between cohorts reflect grade level differences (third grade in Cohort II vs. second grade in Cohort III) or sponsor maturity across cohort or some other factor will be more easily ascertained after the third grade performance of Cohort III is assessed.

Summary

While the overall performance level of the Responsive Education FT groups is not favorable, there are indications that the sponsor is succeeding at least in some ways under some conditions. This sponsor's philosophy is to encourage the child and the family to develop self-esteem and cognitive skills and to assume responsibility for learning. Insofar as such responsibility is measured by the IARS, the Responsive Education model appears to be fulfilling this goal in Berkeley, one of its least disadvantaged locations. The results on the basic skills and cognitive conceptual tests are less positive. In Tacoma, where there are few positive results, the FT children are performing better than the NFT children on the Raven's, a test of problem-solving ability. In the one site where there is a fair-sized group of Mexican American children (Fresno) the FT groups are performing at a higher level than the NFT in language.

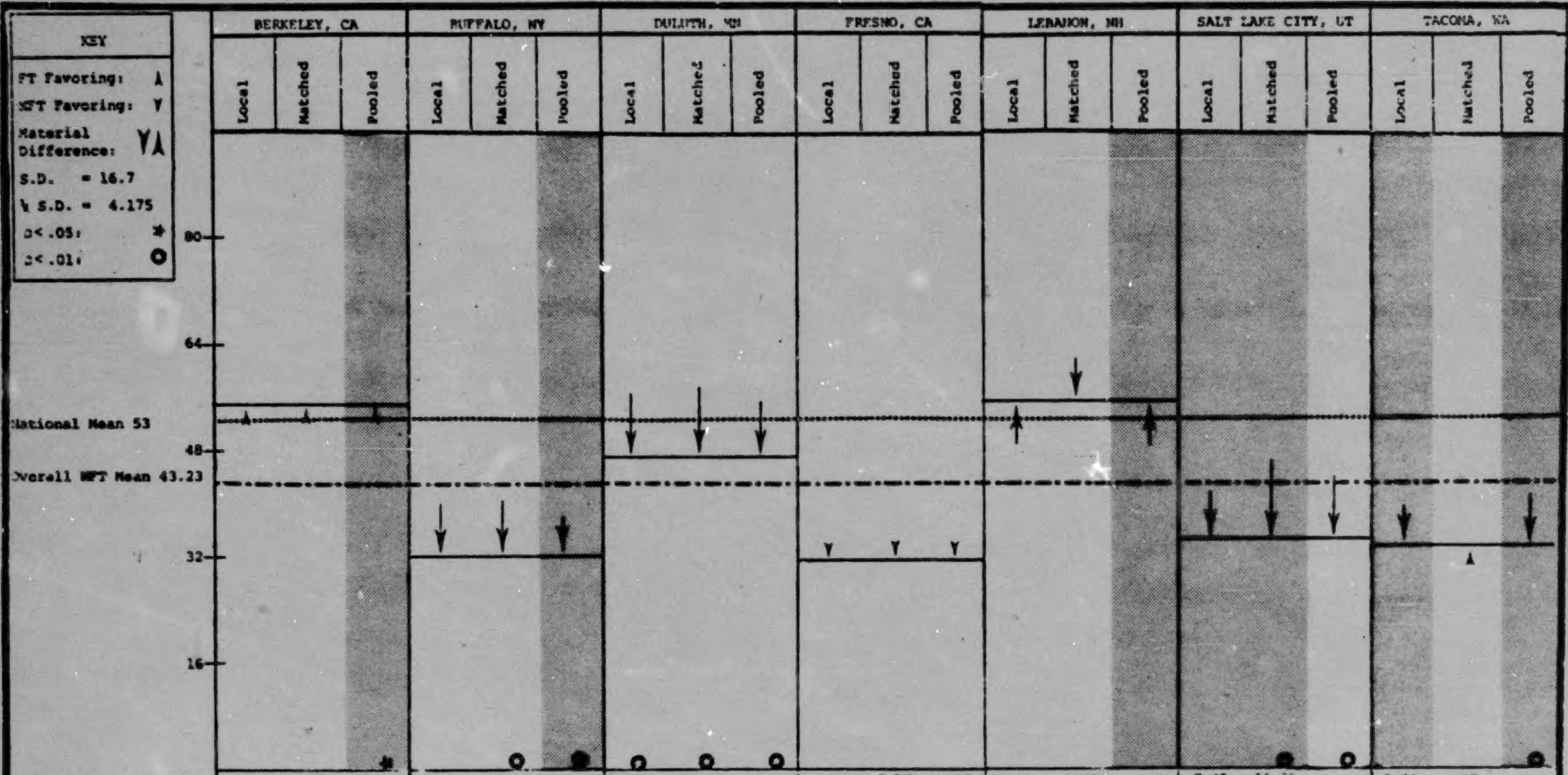
The comparisons with MAT norms indicate that FT children in Berkeley, Duluth, Lebanon, and Salt Lake City are performing within a year of grade level. Some children are above grade level on certain outcomes.

Thus, while Responsive Education is not demonstrating massive or consistent effects, there are some indications that the FT children are showing higher levels of assumption of personal responsibility for learning.

The Cohort III outcomes also suggest that the children in the FT program are performing as well or better than the comparison children in most tests.

Table 5-2

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

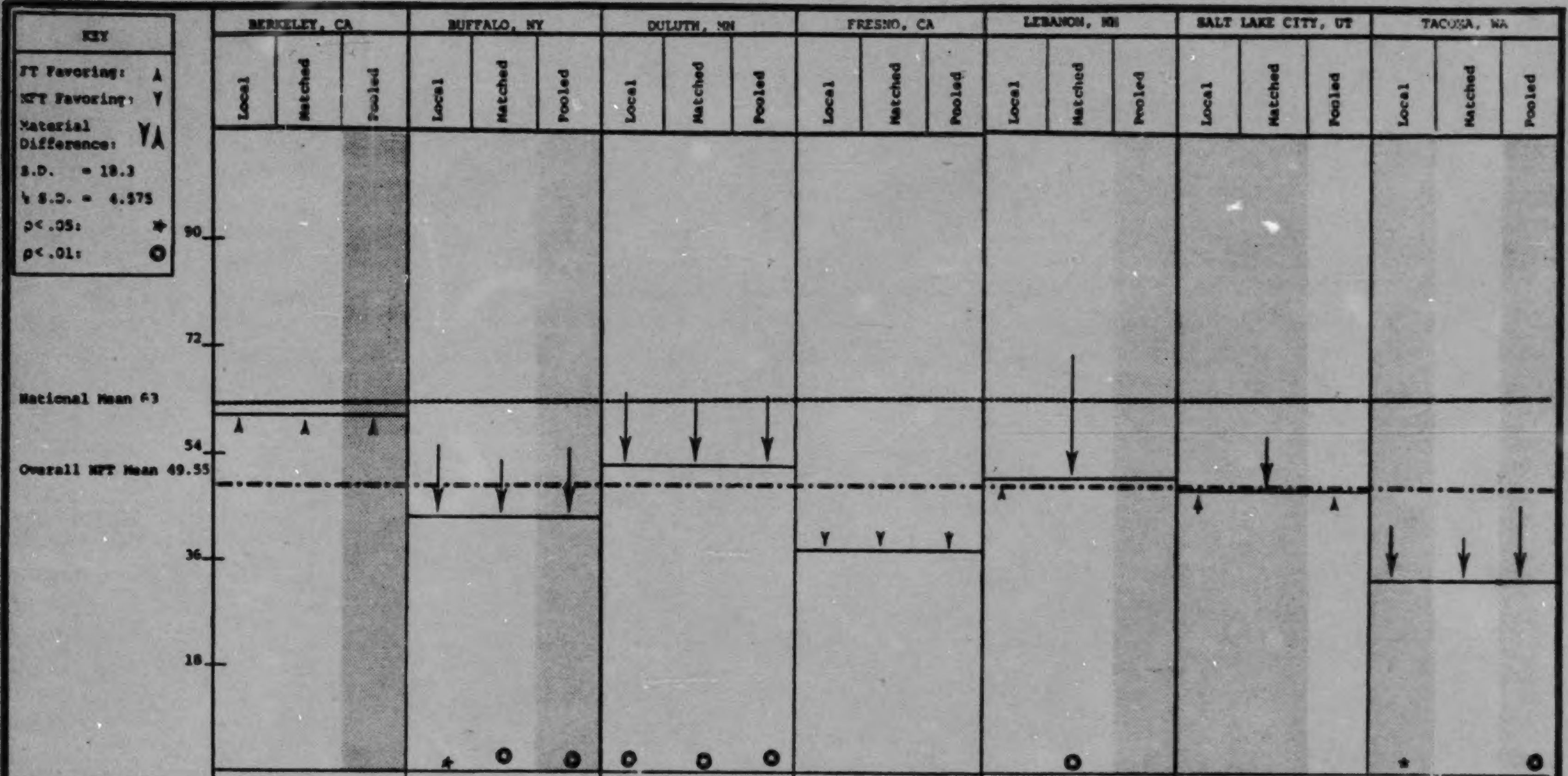


	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	3.19	3.25	4.17	-7.10	-7.76	-4.76	-9.61	-9.93	-7.98	-1.44	-3.10	-.12	6.66	-5.62	6.94	-7.45	-11.85	-8.56	-5.60	.67	-7.60
Standard Error	2.67	2.71	1.72	3.84	2.73	1.41	2.80	2.45	1.69	3.36	2.75	-1.75	6.01	4.63	4.42	5.00	3.99	2.31	3.41	4.70	2.08
FT Mean	55.09			32.07			47.29			31.15			55.79			34.94			33.45		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		

FKW PS FKW FKW PS PS PS
PS

Table 5-3

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

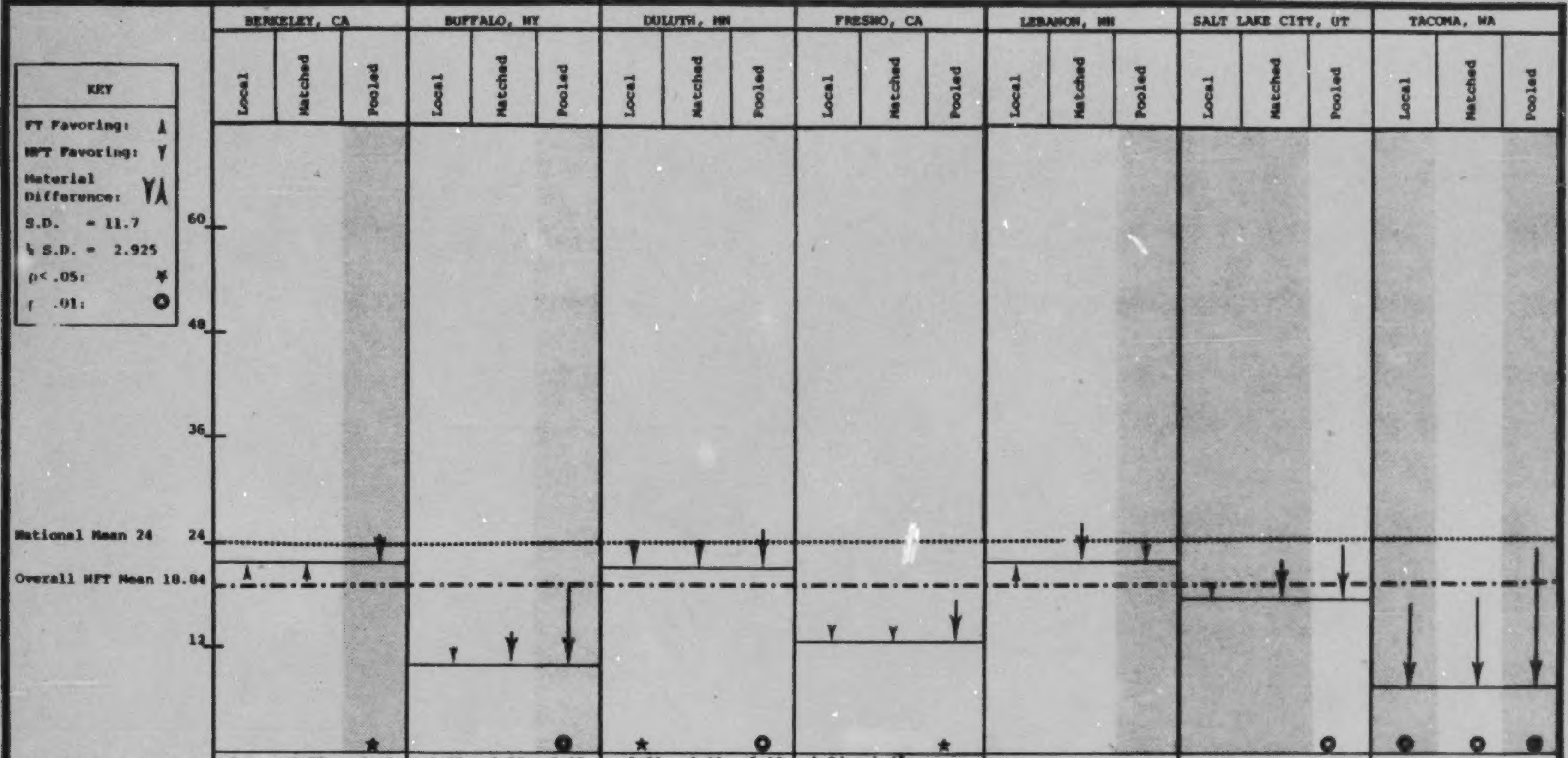


	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	2.32	2.35	2.01	-10.64	-9.06	-10.39	-11.37	-10.18	-11.48	-2.28	-1.56	-3.17	1.66	-10.98	.00	4.10	-8.44	2.59	-9.34	-7.04	-11.37
Standard Error	2.98	3.14	1.92	4.29	3.22	1.61	3.13	2.71	1.85	3.76	2.93	2.06	6.72	5.35	4.52	5.58	4.62	2.69	3.98	4.87	2.8
FT Mean	59.58			44.01			52.75			36.63			49.00			46.81			33.33		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		

FKW PS FKW FKW PS PS PS
PS

Table 5-4

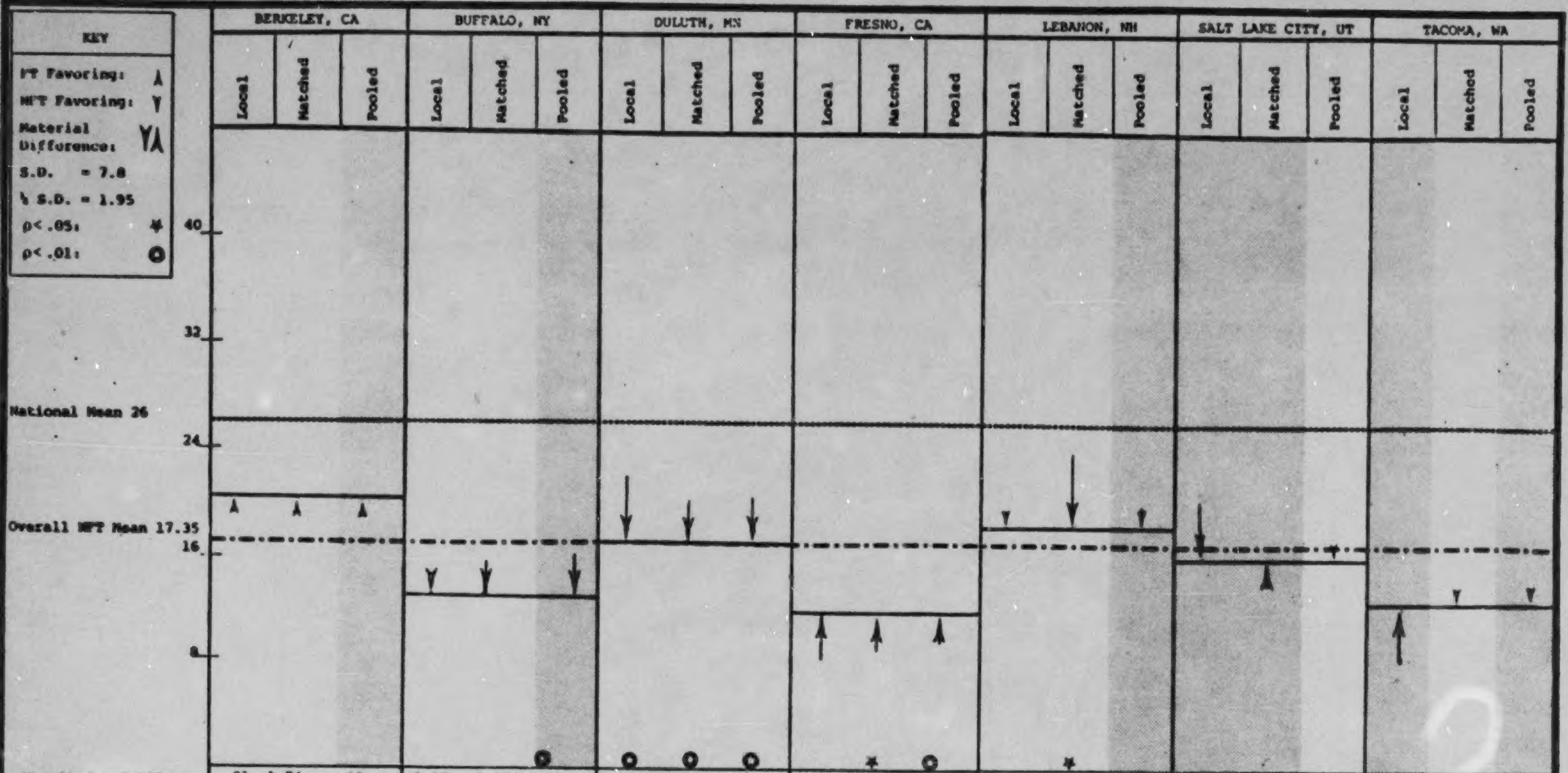
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL



	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	2.26	2.55	-3.01	-2.89	-3.93	-9.28	-3.66	-3.03	-5.10	-1.94	-1.45	-4.99	2.27	-4.86	-2.38	-1.90	-4.37	-6.38	-10.17	-10.21	-16.05
Standard Error	1.73	1.73	1.26	2.49	2.10	1.05	1.81	1.59	1.16	2.18	2.04	2.01	1.90	3.05	2.37	3.24	2.76	1.82	2.31	3.17	1.44
FT Mean	21.75			9.69			21.00			12.10			21.29			17.50			7.82		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		
			FKW			PS									FKW	FKW PS	PS		PS		PS

Table 5-5

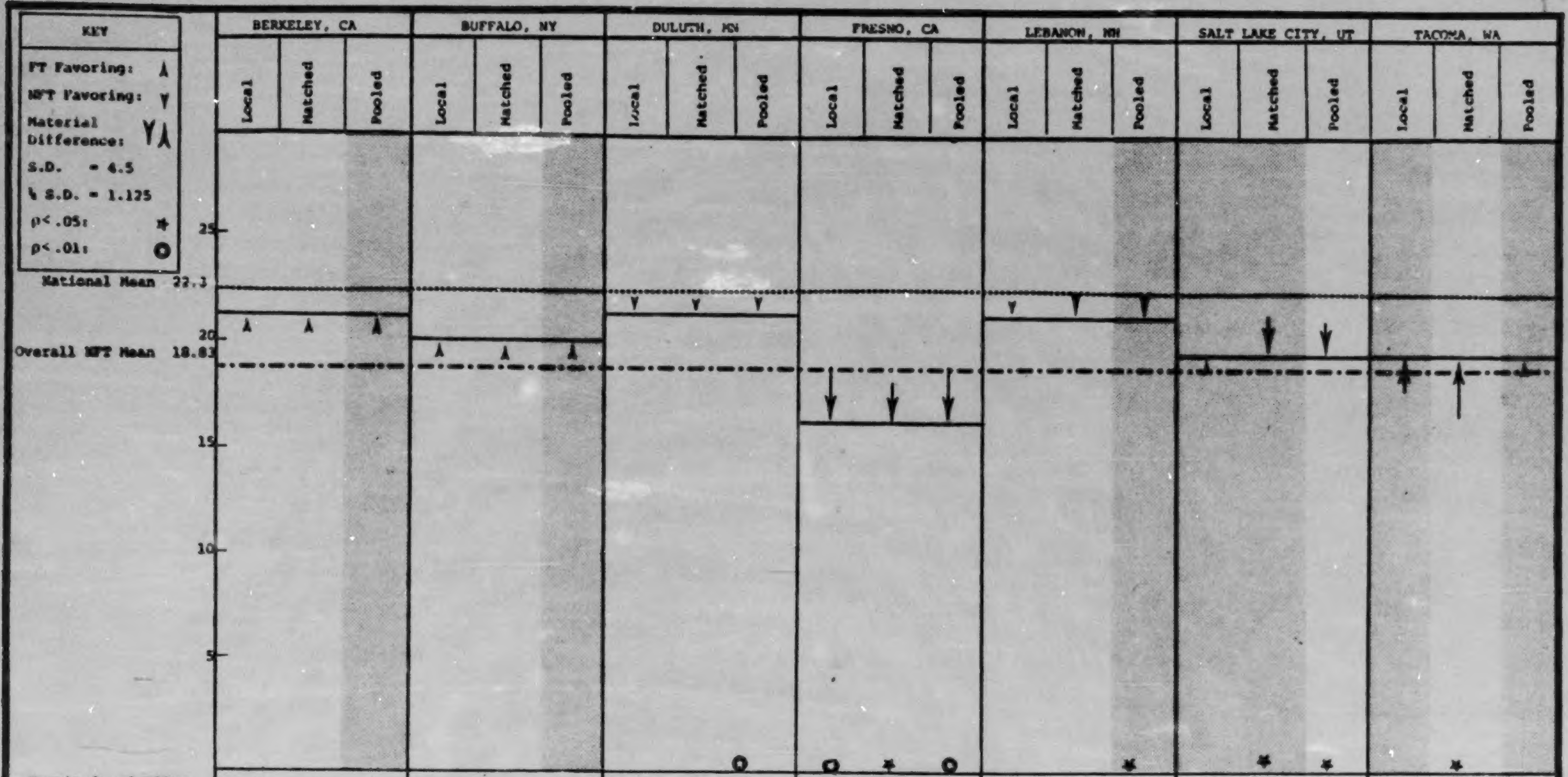
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL



	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.91	1.74	.68	-1.98	-2.53	-2.89	-4.43	-3.19	-3.98	3.20	2.58	2.18	-1.28	-5.57	-1.90	-4.05	2.06	-1.90	4.27	-.41	-.29
Standard Error	1.30	1.47	.83	1.87	1.41	.61	1.36	1.15	.62	1.64	1.08	.77	2.93	2.51	1.29	2.44	1.73	1.01	9.72	1.93	1.12
FT Mean	20.56			13.38			17.10			12.33			18.43			15.72			13.22		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		
			FKW			PS									FKW	FKW PS	PS		PS		PS

Table 5-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

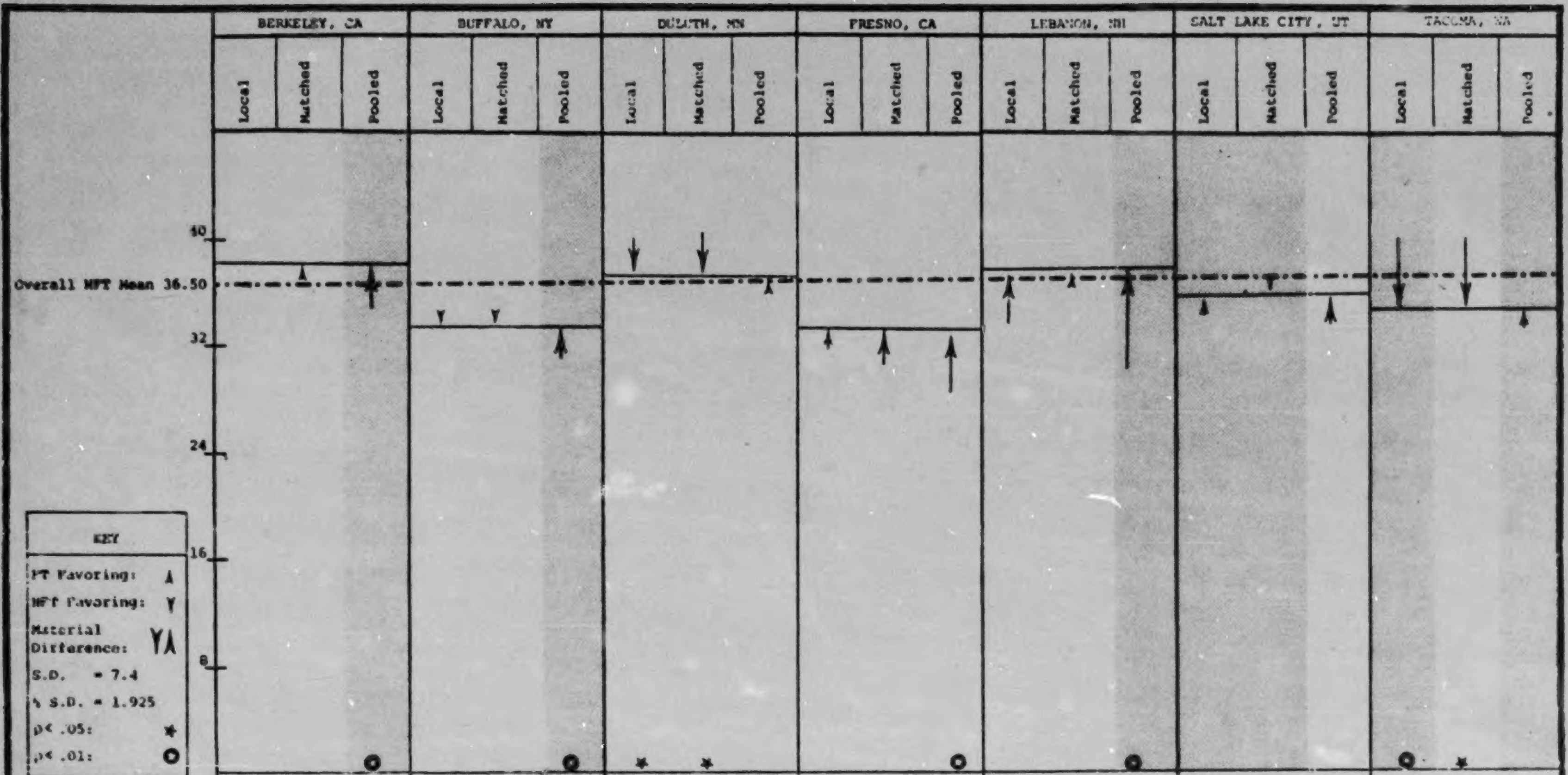


	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.46	.31	.01	.32	.49	.44	-.26	-.69	-1.12	-2.60	-2.23	-2.83	-.93	-1.82	-2.19	.18	-2.12	-1.27	1.92	3.23	.96
Standard Error	.65	.63	.40	.94	.97	.45	.69	.54	.37	.83	.77	.61	1.47	.93	.91	1.23	.87	.63	1.16	1.41	.64
FT Mean	21.09			20.00			21.01			16.69			21.00			19.36			19.55		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		

FKW PS FKW FKW PS PS PS PS
PS

Table 5-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

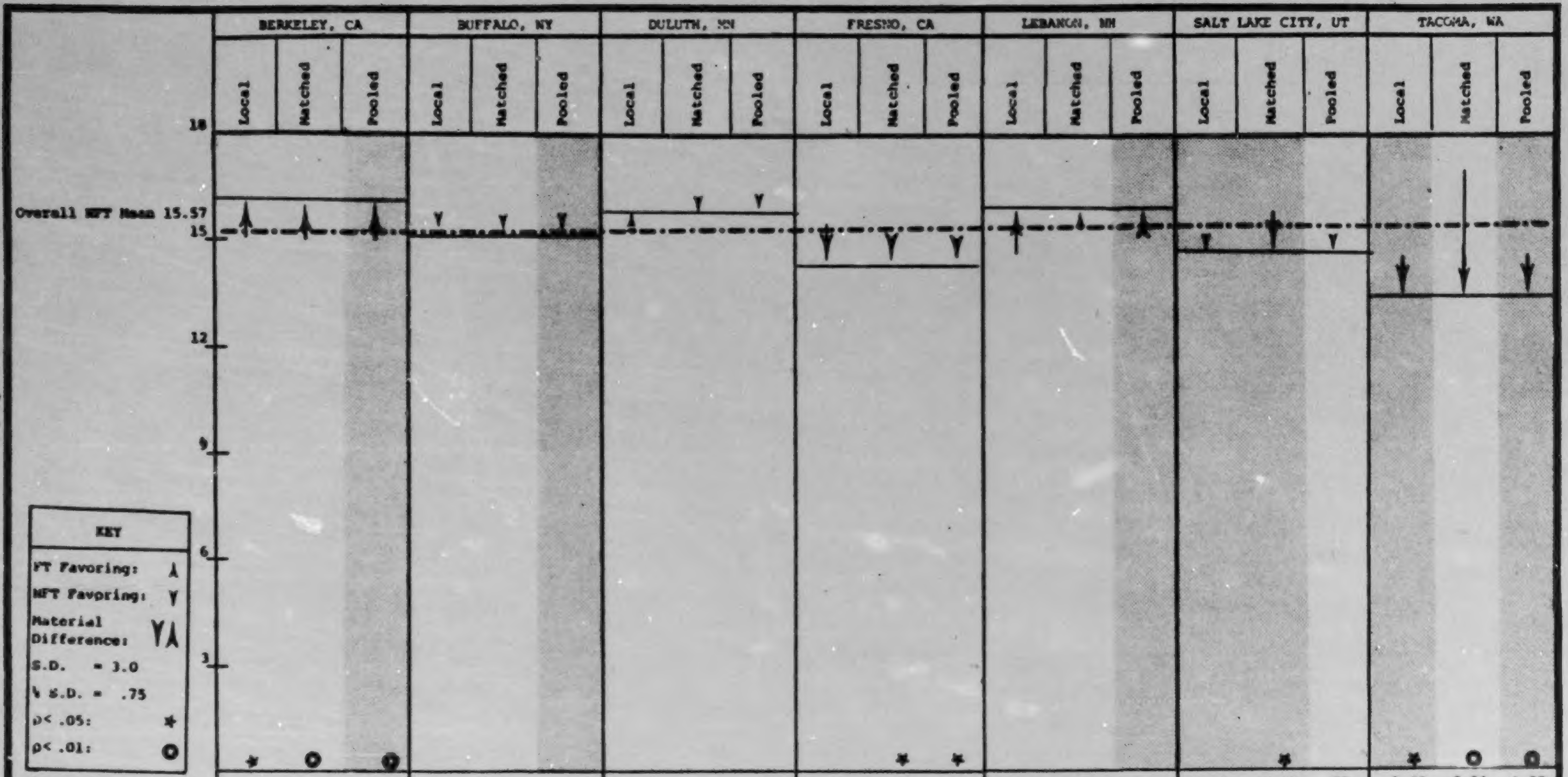


	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.05	.49	3.29	-.74	-.34	2.30	-3.24	-3.43	.61	1.78	2.46	4.66	3.58	1.48	7.55	1.59	-1.36	2.04	-5.37	-5.42	[illegible]
Standard Error	1.42	1.34	.77	2.05	1.57	.76	1.49	1.30	.83	1.80	1.67	1.44	3.22	2.76	1.89	2.67	1.62	1.13	1.91	2.47	1.59
FT Mean	38.55			33.79			37.03			33.73			38.36			35.64			34.96		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		

FKW PS FKW FKW PS PS PS
PS

Table 5-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

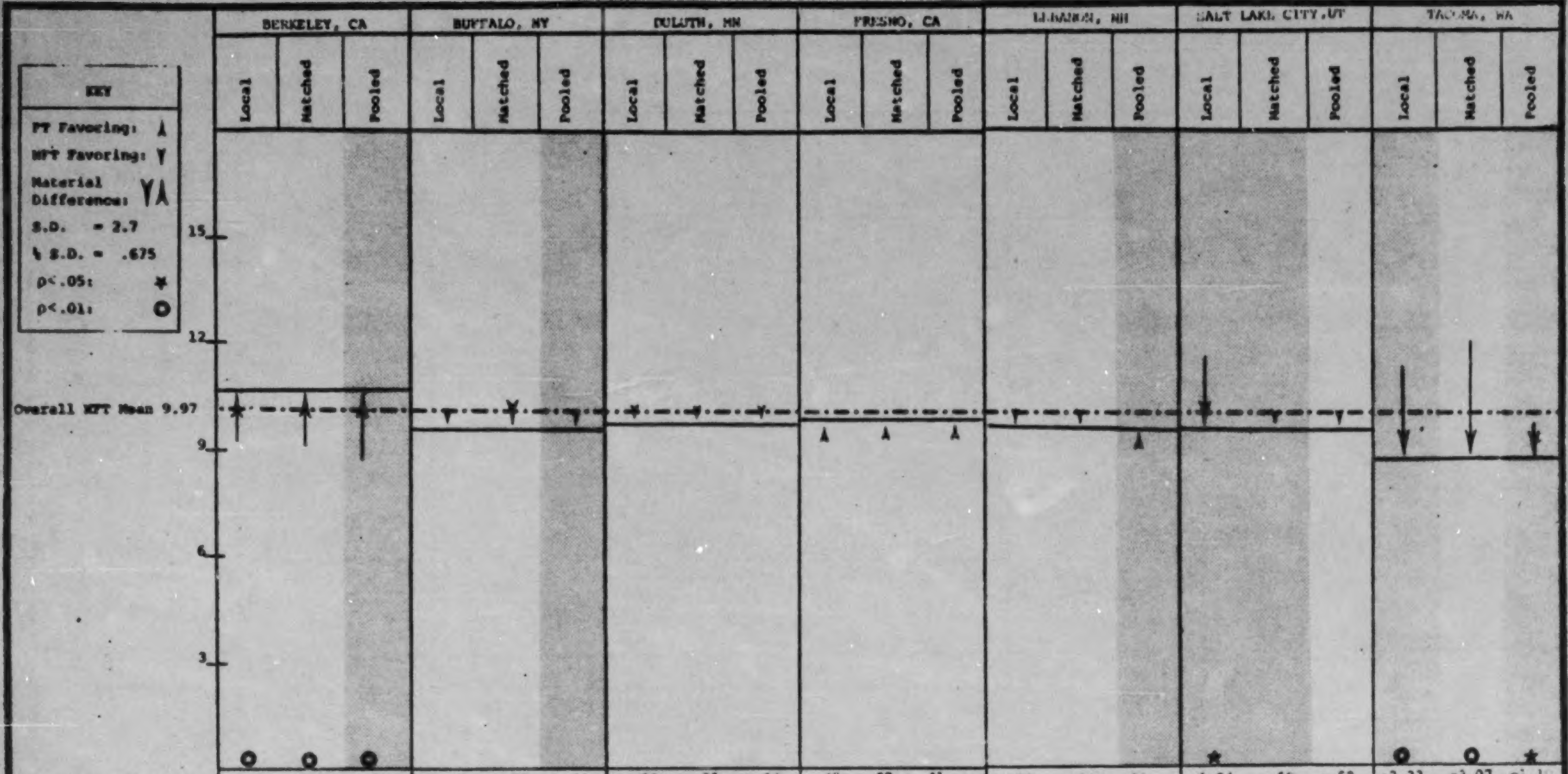


	Berkeley Local	Berkeley Matched	Berkeley Pooled	Buffalo Local	Buffalo Matched	Buffalo Pooled	Duluth Local	Duluth Matched	Duluth Pooled	Fresno Local	Fresno Matched	Fresno Pooled	Lebanon Local	Lebanon Matched	Lebanon Pooled	Salt Lake City Local	Salt Lake City Matched	Salt Lake City Pooled	Tacoma Local	Tacoma Matched	Tacoma Pooled
Magnitude of Effect	1.10	1.37	1.18	-.33	-.25	-.11	.04	-.14	-.21	-1.22	-.97	-.96	1.47	.23	.81	-.01	-1.65	-.50	-1.40	-3.64	-1.57
Standard Error	.51	.46	.24	.72	.70	.32	.53	.41	.26	.63	.44	.36	1.13	.72	.43	.95	.76	.60	.69	1.13	.55
FT Mean	16.43			15.21			15.87			14.56			16.21			14.81			13.69		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		

FKW PS FKW FKW PS PS PS
PS

Table 5-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (-) FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL



	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.45	1.49	1.73	-.42	-.79	-.66	-.59	-.55	-.34	.40	.37	.41	-.07	-.24	.34	-1.94	-.60	-.63	-2.33	-2.07	-1.10
Standard Error	.50	.47	.27	.71	.70	.34	.52	.45	.30	.62	.54	.31	1.12	.81	.62	.92	.63	.45	.67	.84	.42
FT Mean	10.63			9.44			9.75			9.88			9.64			9.53			8.73		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		

FKW PS FKW FKW PS PS PS
PS

Table 5-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

	MAT Norm Population	BERKELEY, CA		BUFFALO, NY		DULUTH, MN		FRESNO, CA	
		FT	NFT Local Best Match	FT	NFT Local Best Match	FT	NFT Local Best Match	FT	NFT Local Best Match
Total Reading									
Spring Third Grade Median	61	61.4	62.7	49.7	52.4	58.0	64.2	47.8	49.0
Percentile of Median	50	51.6	56.8	15.4	22.8	40.0	60.8	11.6	14.0
Grade Equivalent	3.5	3.5	3.7	2.4	2.6	3.2	3.8	2.3	2.4
Percent 1 Year or More Below Grade Level	20	24.2	19.7	61.0	33.3	19.5	10.1	58.3	55.6
Total Mathematics									
Spring Third Grade Median	70.5	67.3	67.6	60.0	66.0	65.0	71.3	53.2	56.5
Percentile of Median	50	38.6	39.2	18.0	34.0	32.0	53.2	8.2	11.5
Grade Equivalent	3.75	3.5	3.5	3.0	3.4	3.3	3.8	2.4	2.6
Percent 1 Year or More Below Grade Level	12	21.2	21.1	39.0	25.9	18.2	11.4	64.6	53.7
Spelling									
Spring Third Grade Median	64	64.8	61.0	45.4	51.2	63.8	67.7	48.5	56.5
Percentile of Median	50	53.2	40.0	8.4	16.4	49.6	62.8	12.5	28.0
Grade Equivalent	3.6	3.7	3.3	2.0	2.4	3.6	4.2	2.3	2.8
Percent 1 Year or More Below Grade Level	22	27.3	26.8	66.2	55.6	18.2	15.2	62.5	44.4
BEST MATCH SITE		Local		Local		Local		Local	

	LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA			ALL SITES			ALL SPONSORS	
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT
Total Reading														
Spring Third Grade Median	62.2	59.3	67.4	52.2	60.9	60.0	48.1	59.5	50.0	54.2	58.3	58.0	52.4	56.0
Percentile of Median	54.8	43.2	68.8	22.4	49.6	46.0	12.2	44.0	16.0	28.4	40.6	40.0	22.6	34.0
Grade Equivalent	3.6	3.3	4.2	2.6	3.5	3.4	2.3	3.4	2.4	2.8	3.2	3.2	2.6	3.0
Percent 1 Year or More Below Grade Level	7.1	19.0	10.3	44.4	21.8	25.5	58.8	22.6	54.8					
Total Mathematics														
Spring Third Grade Median	62.0	61.0	72.4	58.5	64.2	65.0	49.8	64.5	54.5	59.4	64.4	64.8	57.7	59.3
Percentile of Median	23.0	20.0	57.6	15.0	28.8	32.0	5.8	30.0	9.5	16.8	29.6	31.2	13.4	16.6
Grade Equivalent	3.1	3.0	3.9	2.8	3.2	3.3	2.2	3.3	2.5	2.9	3.3	3.3	2.8	2.9
Percent 1 Year or More Below Grade Level	21.4	28.6	12.4	44.4	25.5	19.6	66.7	27.4	57.1					
Spelling														
Spring Third Grade Median	61.5	58.2	69.0	59.0	64.8	65.1	45.0	62.5	59.0	55.4	60.3	61.4	56.4	60.0
Percentile of Median	42.0	32.8	66.0	36.0	53.2	54.4	8.0	46.0	36.0	24.2	38.6	41.6	27.6	38.0
Grade Equivalent	3.4	3.0	4.3	3.0	3.7	3.7	2.0	3.4	3.0	2.7	3.1	3.3	2.8	3.1
Percent 1 Year or More Below Grade Level	14.3	23.8	14.4	27.8	16.4	23.5	74.5	21.0	42.9					
BEST MATCH SITE	Lincoln, NB			Tulare, CA			Baltimore, MD							

Table 5-11

BACKGROUND VARIABLES AND OUTCOME MEASURES FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN RESPONSIVE EDUCATION MODEL

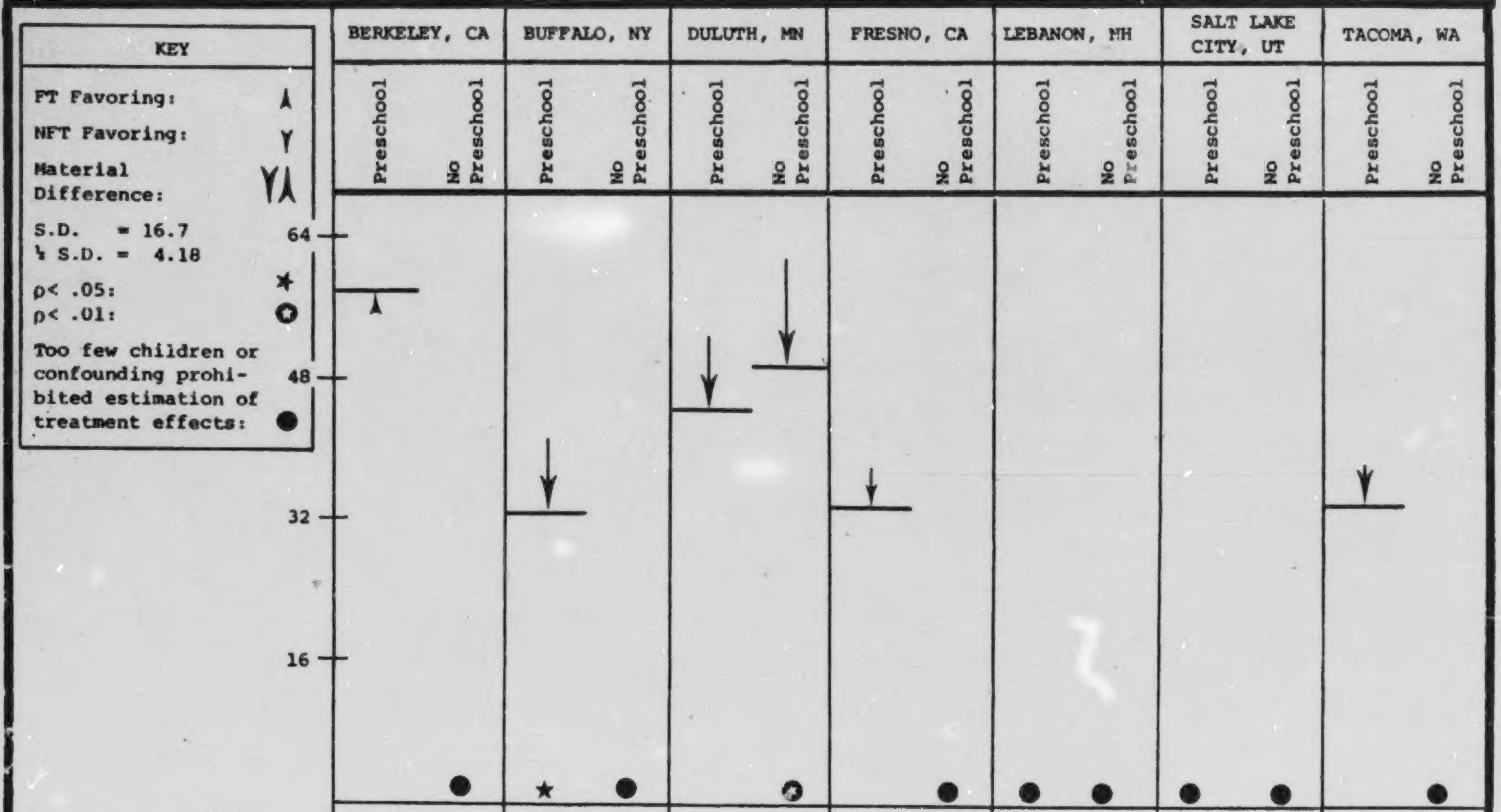
	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Preschool Information												
Number	99	71		77	27		77	79		48	54	
Percent 4+ Months	80	69		93	82		47	25		76	57	
Percent None	08	20		03	07		45	67		12	17	
Percent 1-3 Months	03	07		03	11		05	05		04	02	
Percent No Information	09	04		01			03	03		08	24	
Fall Kindergarten WRAT												
Preschool Mean	47.1	45.8		29.9	27.9		33.2	33.6		35.1	33.8	
No Preschool Mean	36.2	30.3		21.0	21.0		35.2	34.6		15.2	32.9	
*Other Mean**	35.6	47.0		31.7	30.0		24.8	30.6		36.0	34.5	
Income												
Preschool Mean	7126	9408		5773	6175		5559	6710		4500	4017	
No Preschool Mean	8500	5923			8000		7343	7169		3700	4778	
*Other Mean**	6000	8999			7000		4875	7625			4000	
MAT Total Reading												
Preschool Mean	58.1	57.5		32.3	38.7		45.1	54.5		33.3	34.7	
No Preschool Mean	50.0	41.4		27.0	33.5		49.2	61.1		21.3	30.9	
*Other Mean**	38.6	60.1		29.4	28.0		49.7	41.8		27.8	33.6	
MAT Total Math												
Preschool Mean	62.4	63.2		44.3	54.9		50.8	64.0		38.7	40.0	
No Preschool Mean	39.8	42.4		32.5	49.0		53.9	67.8		27.5	43.1	
*Other Mean**	40.8	72.5		45.3	43.0		57.7	44.2		33.2	43.1	
BEST MATCH SITE	Local			Local			Local			Local		

	LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Preschool Information									
Number	14	21	97	36	55	51	51	62	42
Percent 4+ Months	50	10	13	78	09	28	94	20	64
Percent None	50	90	62	22	69	43	02	45	08
Percent 1-3 Months			02		06	04	02		22
Percent No Information			23		16	25	02	35	04
Fall Kindergarten WRAT									
Preschool Mean	36.6	37.5	43.4	28.5	35.5	26.9	29.0	25.7	28.6
No Preschool Mean	44.0	40.4	37.6	25.8	34.6	28.6	07.0	35.4	23.6
*Other Mean**			34.4		39.0	28.4	53.0	33.2	28.6
Income									
Preschool Mean	5833	8750	8976	4146	6333	5682	3757	7125	3833
No Preschool Mean	9165	9083	8405	4688	7286	5000	7500	8125	2833
*Other Mean**			9000		6500	6500	9999		600
MAT Total Reading									
Preschool Mean	51.4	07.0	63.1	34.1	44.6	47.9	33.5	39.5	30.7
No Preschool Mean	60.1	55.4	61.5	37.8	49.5	49.5	19.0	55.4	40.0
*Other Mean**			60.0		61.3	44.1	38.5	43.2	34.7
MAT Total Math									
Preschool Mean	44.0	20.5	70.0	45.6	44.2	61.3	34.2	35.7	42.
No Preschool Mean	54.0	51.4	68.2	51.0	49.7	55.7	24.0	57.4	46.
*Other Mean**			62.7		54.6	49.2	18.5	54.8	35.7
BEST MATCH SITE	Lincoln, NE			Tulare, CA			Baltimore, MD		

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 5-12

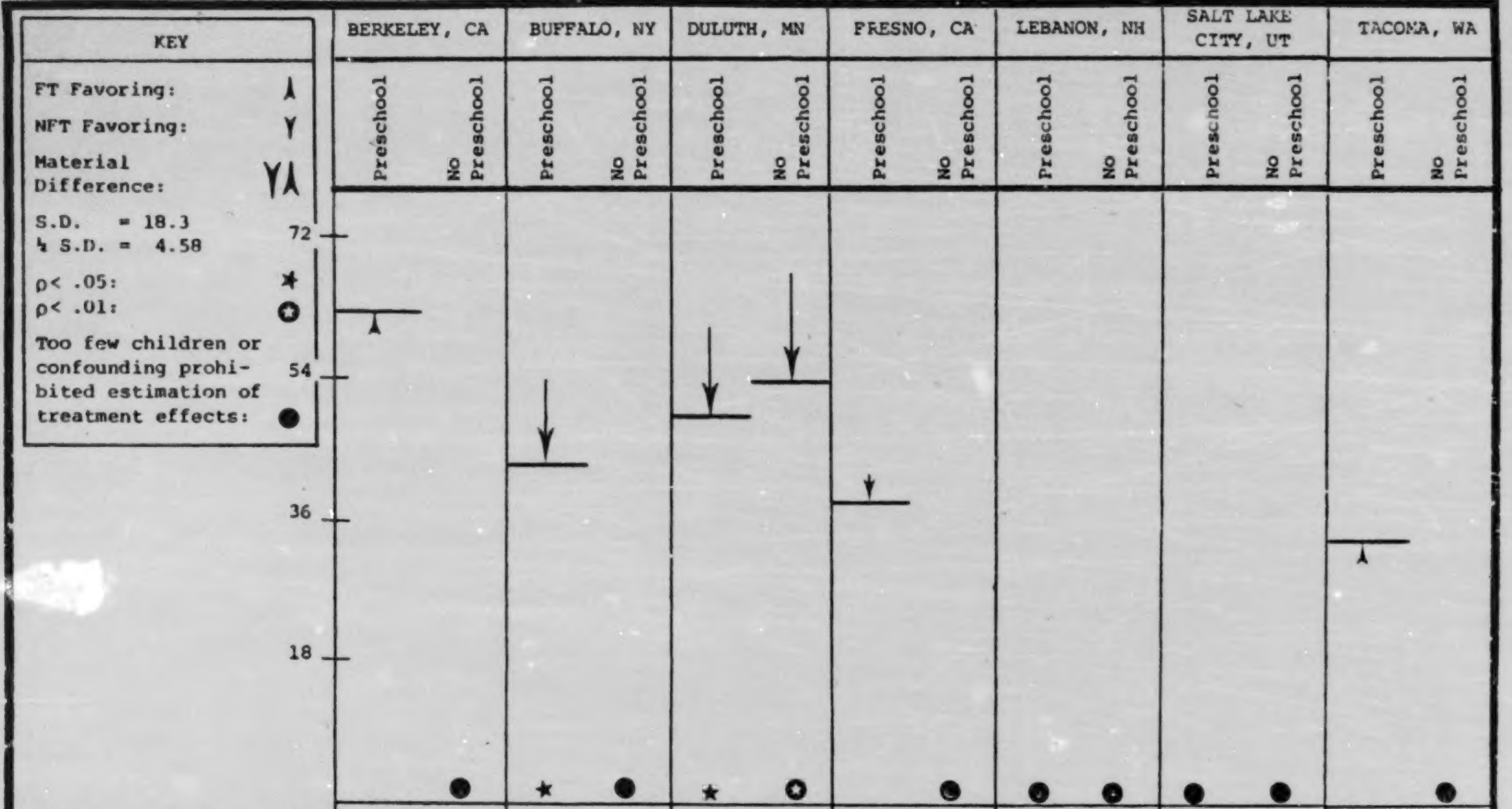
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL



	BERKELEY, CA		BUFFALO, NY		DULUTH, MN		FRESNO, CA		LEBANON, NH		SALT LAKE CITY, UT		TACOMA, WA	
	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool
Magnitude of Effect	1.83		-8.16		-7.91	-12.09	-4.03						-4.81	
Standard Error	2.85		3.84		4.33	3.44	3.84						5.89	
FT Mean	58.11		32.31		45.06	49.17	33.33						33.54	
No. of FT Children	79	8	72	2	36	35	36	6	7	7	28	8	48	1
No. of non-FT Children	49	14	22	2	20	53	31	9	2	19	5	38	12	28

Table 5-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL



	BERKELEY, CA		BUFFALO, NY		DULUTH, MN		FRESNO, CA		LEBANON, NH		SALT LAKE CITY, UT		TACOMA, WA	
	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool
		●	★	●	★	✪		●	●	●	●	●		●
Magnitude of Effect	.52		-10.71		-11.62	-13.88	-2.59						.52	
Standard Error	3.22		4.34		4.90	3.84	4.34						6.67	
FT Mean	62.42		44.28		50.78	53.94	38.72						34.15	
No. of FT Children	79	8	72	2	36	35	36	6	7	7	28	8	48	1
No. of non-FT Children	49	14	22	2	20	53	31	9	2	19	5	38	12	28

CHAPTER SIX

TEEM MODEL
Arizona Center for Early Education

Overview

Based on the concept that acquisition of sociocultural skills must precede educational progress, TEEM is designed to promote socialization of disadvantaged minority children. Particular emphasis is placed on the development of language and communication skills within the general program of cognitive and affective development.

The TEEM sites included in our analysis are located in Baltimore, Lakewood, Lincoln, and Wichita. The pattern of FT-favoring (+) and NFT-favoring (-) effects for these sites is indicated in Figure 6-1. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed.

While a high percentage of FT children in Baltimore and Lakewood are performing below grade level when compared with the MAT norm sample, the FT children in Lincoln and Wichita are close to average for third grade children. Figure 6-2 shows a summary of the MAT norm comparisons.

Description of the Model

The Tucson Early Education Model (TEEM) was designed in 1965 to develop the intellectual potential of young Mexican American children. Currently this model is implemented in 19 sites comprised of 8 rural and 11 urban communities. The classrooms represent a cross-section of cultural and ethnic groups, with Blacks, Whites, those of Spanish surname, American Indians, and others represented. This model focuses on the assumption that

Figure 6-1

SUMMARY OF EFFECTS FOR TEEM MODEL

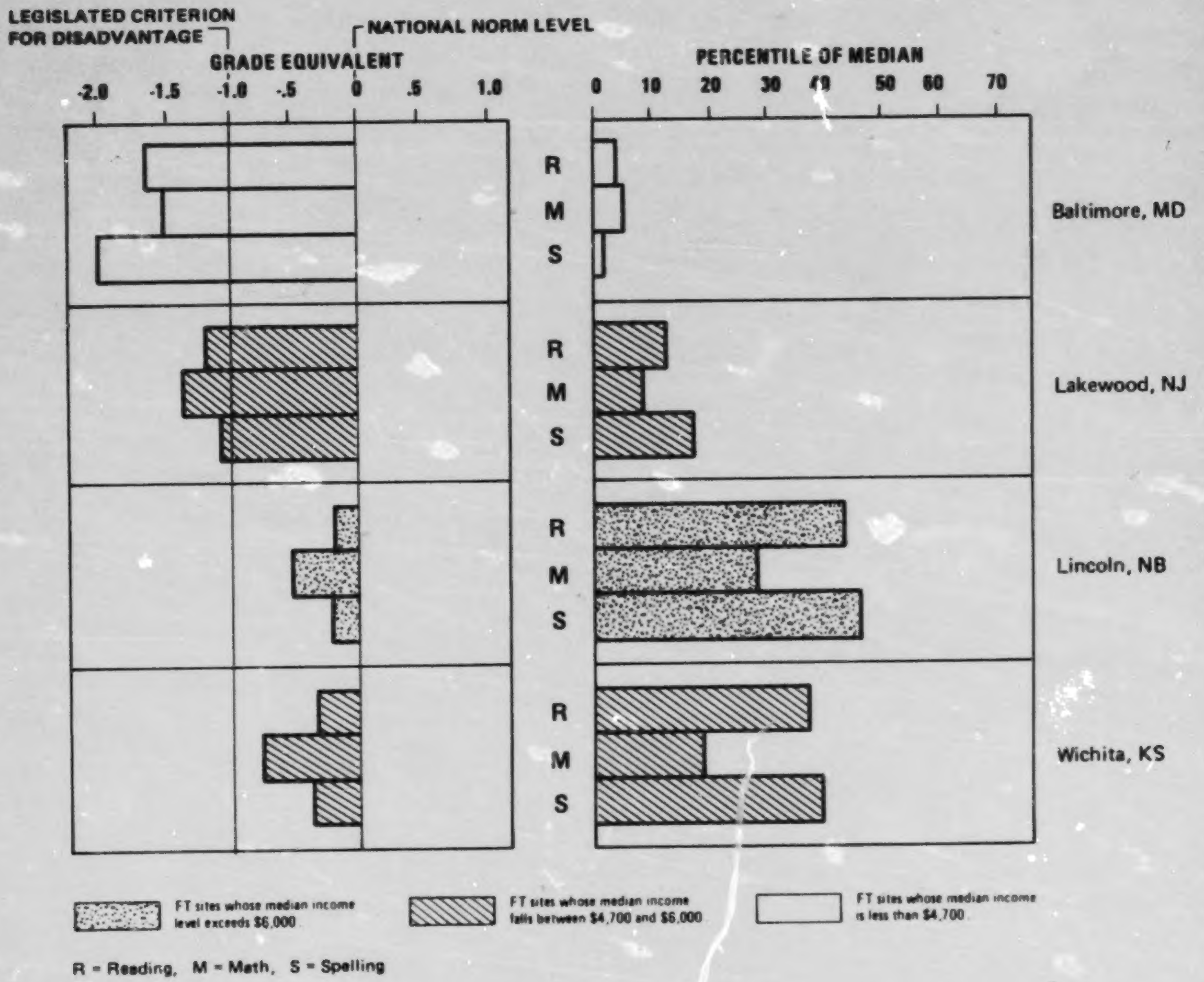
	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading	-	-	-		-		-		-		-	
Total Math	-	-	-		-				-		-	-
Spelling	-	-	-		-	-		-	-		-	-
Language		-	-		-	-			-		-	
Raven's												
Coopersmith				-	-				+	-	-	
IARS (+)	-	-	-	-	-	-					-	
IARS (-)	-	-	-		-	-		-	-		-	+
Word Knowledge	-	-	-		-				-		-	
Reading		-			-		-		-		-	
Math Concepts	-	-	-		-	-			-	-	-	-
Math Computations		-			-					-	-	
Math Problem Solving			-		-				-		-	
Language Part A	-	-	-		-						-	+
Language Part B						-			-		-	
				PS		PS			FKW	PS		

each child has a unique growth pattern with individual rates and styles of learning. Based on Hughes' (Nero and Associates, Inc., 1973) idea that children's understanding of words and their meaning depends on their experiences, the TEEM model is designed to emphasize a language experience approach to cognitive development. "The classroom setting is designed to support experiencing, use of language, and alternately learning to learn skills. How a child learns is seen as more important than what he learns." (Nero and Associates, Inc., 1973). Hence the curriculum is designed to develop language facility as a means to acquire academic skills as well as social skills.

Teachers work with children in groups of three to six. These groups are purposely heterogeneous so that children will learn from peers. Interest centers are provided in the classroom to stimulate discovery and learning. Some classroom activities are selected and structured by the teacher; others are chosen by the children. Even in this open-ended context the learning

Figure 6-2

Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in TEEM MODEL



experiences of the children are carefully structured through teacher planning and direction. Van Allen reading and Nuffield mathematics, as well as materials prepared by the teachers and the children, are available in the classroom. Field trips and walks extend the pupils' experiences. Teachers work with school psychologists to define and analyze educational problems and plan carefully defined individual solutions consistent with the TEEM approach.

The major goals for teachers are to make the schools significant and rewarding through facilitating a process called "orchestration." In this process, the child learns language, intellectual skills, attitudes, and societal arts and skills simultaneously. The teachers are trained to use praise, affection, and attention as social reinforcers. They are also encouraged to use imitation and modeling techniques as a means for developing language facility.

The TEEM model has specific goals regarding parents, including encouraging their frequent contact with school and inviting them to observe and participate in the classroom. Recently more specified methods and approaches for implementing these goals have been developed by the sponsor. In summary, the model employs social reinforcement theory to achieve cognitive skill development in a relatively open classroom setting.

Description of the Learning Environment

As Figure 6-3 shows, in the four sites where this sponsor has been sampled, an unstructured model has been implemented. Wichita stands out as being especially unstructured, with a low degree of teacher centeredness and high classroom flexibility. All sites show a high level of individualization, especially Baltimore. There is considerable variability across the sites in degree of academic emphasis. Baltimore shows the highest degree, while Lakewood and Wichita are well below the sample mean. Teacher satisfaction is very low in Baltimore, and is well below the mean in Lakewood. The other two sites vary little from the mean.

As Figure 6-4 shows, there is considerable variability among the TEEM sites on the optimal parent factors (I and II). While Baltimore and Lakewood have an above average amount of parent child interaction, these sites report an average perception of school receptivity. Lincoln and Wichita parents report generally opposite perceptions. In terms of basic parent involvement (factors III - VI) Baltimore appears to have the highest level of parental activity; however, Baltimore is low in degree of PAC involvement. The other three sites show moderate levels of involvement on these factors. Three of the four sites appear to have a high degree of parent satisfaction with the sponsor, (factors VII - IX) while the remaining site, Baltimore, appears to have a moderate or average degree of parent satisfaction with the sponsor. Finally the parents in Baltimore

Figure 6-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTEPS FOR TEEM MODEL

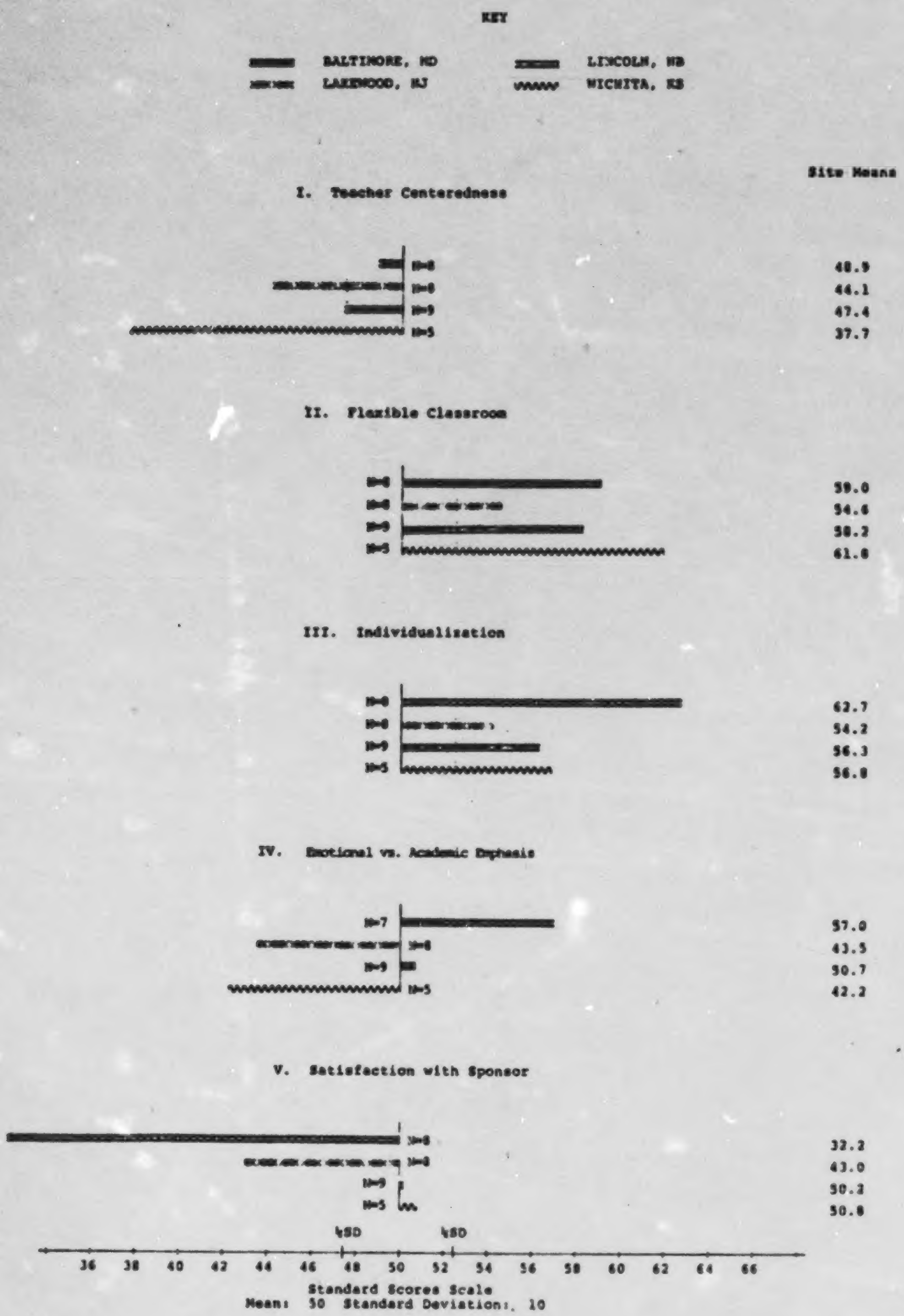
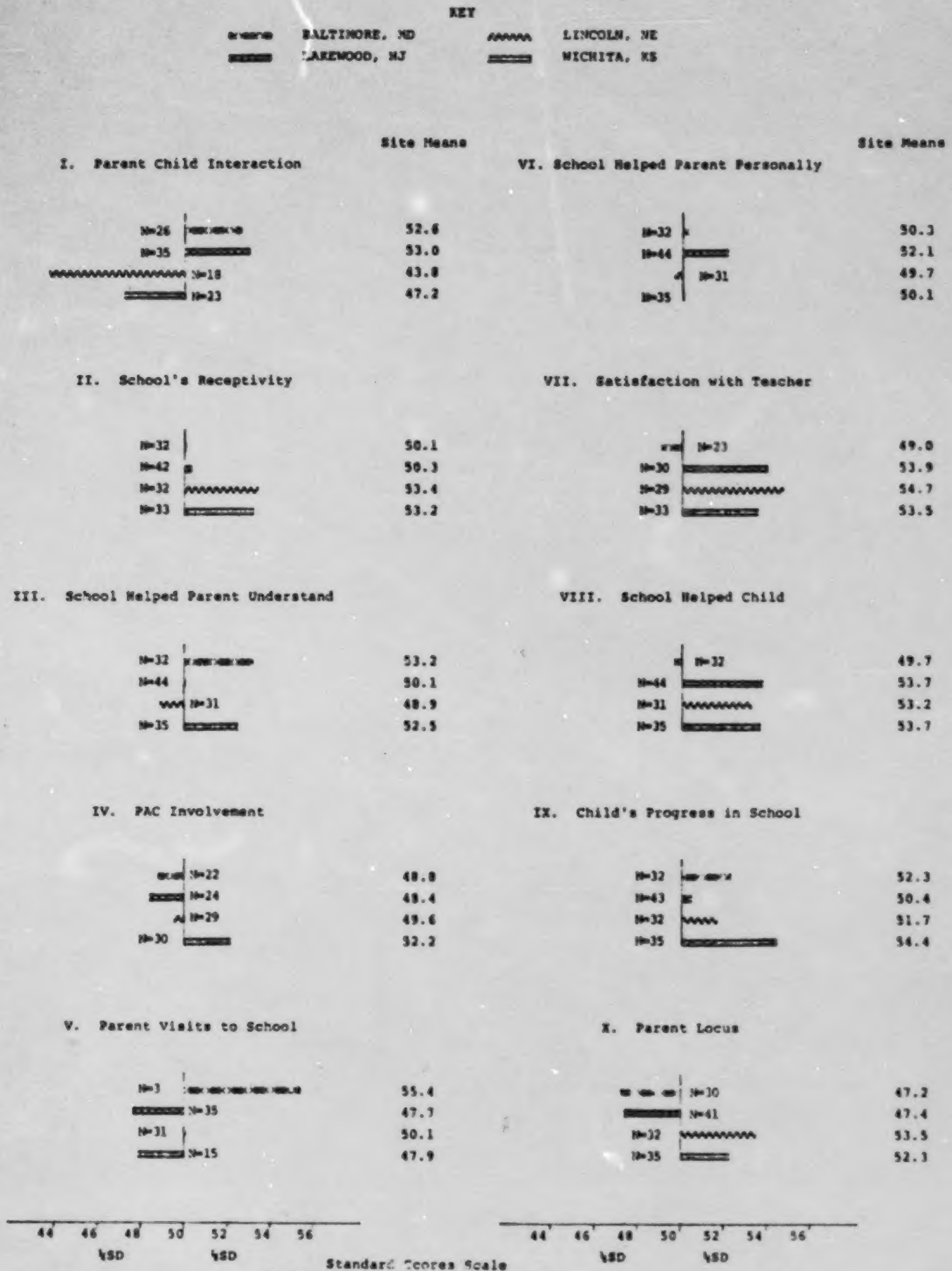


Figure 6-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM PARENT QUESTIONNAIRE FACTORS FOR TEEM MODEL



Standard Scores Scale
Mean: 50 Standard Deviation: 10

and Lakewood report a below average perception of control over their environment, while Lincoln and Wichita parents are average to above average on this dimension. Additional information is contained in Appendix Tables A6-2, A6-4, and A6-5 .

Characteristics of the Sample

Children in the FT and NFT groups of the TEEM program are, on the average, representative of all FT and NFT children with respect to all entry characteristics except ethnicity. However, the four sites differ widely in terms of almost all descriptions making "the average Arizona site" somewhat of a fiction (see Table 6-1).

Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 6-2 through 6-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 6-6 through 6-9);
- standardized scores for MAT subtests (Table 6-10);
- effects for the preschool analyses (Tables 6-12 and 6-13).

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

- effects on the MAT partial subtests (Tables A6-6 through A6-12);
- attrition (Table A6-13);
- ethnic distribution (Table A6-16);
- background variables for Cohort III analyses (Table A6-17);
- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A6-18 through A6-20);
- standardized scores for MAT subtests for Cohort III (Table A6-21);
- teacher questionnaire cluster variables for Cohort III (Table A6-1);

Table 6-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN TEEM MODEL

	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match			
Children in Analytic Sample																		
Number	99	42	53	80	54	245	98	97	55	84	27	36						
Fall Kindergarten WRAT																		
Mean Score	26.5	28.6	25.2	30.3	31.2	33.3	36.9	37.6	35.6	29.3	26.6	28.3	30.8	31.0		29.8	29.6	
Percent with Preschool	65	92	37	94	48	88	52	39	17	90	25	47	75	51		81	49	9
Number Responding	69	40	49	78	50	163	54	61	46	72	20	36						
Children's Ethnicity																		
Percent Black	98	100	100	66	61	78	16	0	0	42	59	31	56	55		70	57	11
Percent White	2	0	0	19	32	0	81	100	84	58	22	69	40	38		19	34	87
Percent Other	0	0	0	15	8	22	3	0	16	0	19	0	4	7		11	10	2
Family Income in Median Dollars	2464	2375	3500	5143	6500	5250	7750	9500	8000	4844	5250	5000	5050	6031		4733	5964	9590
Number Responding	48	11	48	71	49	92	44	61	41	45	20	36						
Mother's Education																		
Percent High School Graduates	21	11	44	43	41	57	63	85	75	63	72	29	48	52		46	46	51
Number Responding	47	9	45	72	46	92	43	60	44	43	18	31						
Female Heads of Household																		
Percent	78	58	33	45	33	41	23	7	18	43	30	22	47	32		42	34	9
Teachers																		
Number	8	5	22	8	3	22	9	13	10	5	16	3						
Teacher Education																		
Percent B.A. or Less	12	20	59	38	100	9	11	38	40	40	14	33	25	43		34	45	
Percent More than B.A.	62	40	27	38	0	36	89	15	60	60	53	67	62	27		42	34	
Percent More than M.A.	25	40	14	25	0	54	0	46	0	0	33	0	12	30		24	21	
Teaching Experience																		
Total Years	6.5	6.2	9.5	7.8	4.3	9.0	4.1	28.2	6.7	4.6	18.3	17.7	5.7	14.2		8.3	10.9	
BEST MATCH SITE	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO								

- teacher background characteristics for Cohort III (Table A6-2).

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A6-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A6-2);
- means and standard deviations for the covariates fo Cohorts II and III (Tables A6-14 and A6-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A6-15 and A6-23);
- ethnic distribution for Cohort III (Table A6-24).

Baltimore, MD

The FT and local NFT groups in Baltimore are atypical of the sponsor as a whole. Both groups have much lower family incomes, fewer mothers who completed high school and more female heads of household than do other TEEM sites. In addition, the Baltimore site serves Black children, while other sites serve a mixture of Whites and Blacks. Childern in these groups closely resemble each other in terms of all entry characteristics and appear to be considerably more disadvantaged than children in other TEEM sites. The best matched site for Baltimore is Jacksonville, FL, whose NFT group is similar to the Baltimore FT with respect to income, pretest and ethnicity.

At the end of third grade NFT-favoring effects are observed in all comparisons on all cognitive and affective measures except the Raven's and the Coopersmith, on which all groups perform comparably, and Language, in which FT and the local NFT show equivalent performance.

When compared with the MAT norms, FT children perform one and one-half years below grade level in Total Reading and Total Math and two years behind in Spelling. NFT children score somewhat higher, but are still one year behind in Total Reading and Total Math and one-half year behind in Spelling.

A study of the effects of preschool experience reveals that FT children who attended preschool are outperformed in Total Reading and Total Math by NFT students with similar experience. An FT/NFT comparison of children not having preschool experience could not be made.

Lakewood, NJ

The FT and local NFT groups in Lakewood are typical of the sponsor as a whole in terms of all entry characteristics. In addition, they closely resemble each other with the exception that FT children are more likely to have attended preschool than NFT students. The best matched site for Lakewood is New York, NY whose NFT group is similar to the Lakewood FT on all background variables.

The FT/local and FT/pooled NFT comparisons have been greyed; only the FT/matched NFT comparison is discussed here. At the end of third grade, NFT-favoring effects are observed in the FT/matched NFT comparison on all academic measures except the Raven's. In the affective area, NFT-favoring effects are observed in the FT/matched NFT comparison on all measures.

When compared with the MAT norm group FT children perform about one year below grade level in each subject. Local NFT students score at about this same low level.

Lincoln, NB

The FT and local NFT groups in Lincoln are atypical of the sponsor as a whole. Both groups have higher pretest scores, higher family incomes, more mothers who graduated from high school, and fewer female heads of household than sponsor average. In addition, the ethnic composition of the Lincoln site is primarily White, while the sponsor as a whole is comprised of Blacks and Whites. The two groups, however, closely resemble each other on all entry characteristics except income (NFT families have higher incomes). The best matched site for Lincoln is Salt Lake City, UT, whose NFT group is similar to the Lincoln FT with the exception that the FT children are more likely to have attended preschool.

The FT/pooled NFT comparison has been greyed; discussed here are the FT/local and FT/matched NFT comparisons. At the end of third grade, NFT-favoring effects are observed in the FT/local NFT comparison on Total Reading, and in the FT/matched NFT comparison on Spelling. In the affective area, negative effects are yielded by the FT/matched NFT comparison on the IARS (-).

When compared with the MAT norm group, FT children score at grade level in Total Reading and Spelling, and one-half year below grade level in Total Math. NFT students score about one-half year above grade level in Total Reading and Spelling, and at grade level in Total Math.

A study of preschool experience in Lincoln reveals that FT children who attended preschool are outscored by NFT children with similar experience.

Wichita, KS

The FT and local NFT groups in Wichita are typical of the sponsor as a whole in terms of all entry characteristics. The two groups closely resemble each other on the same variables with the exception that FT children are more likely to have attended preschool. The best matched site for Wichita is Portageville, MO, whose NFT is similar to the Wichita FT with the exception that FT children are more likely to have attended preschool.

The FT/local NFT comparison has been greyed; discussed here are the FT/matched and FT/pooled NFT comparisons. At the end of third grade, NFT-favoring effects are observed in the FT/pooled NFT comparison on Total Math and Spelling. In the affective area, a FT-favoring effect is observed in the FT/pooled NFT comparison on the IARS (-), however, negative effects are observed in the FT/matched NFT comparison on all affective measures.

When compared with the MAT norm group, FT children score at grade level in Total Reading and Spelling, and one-half year below grade level in Total Math, a performance which is mirrored by the local NFT.

Cohort III Effects to Date

Three of the Cohort II Teem sites are also found in the Cohort III analytic sample, and Cohort III includes three additional sites. In general, the results for the two cohorts are quite similar on academic outcomes, both for the replicated sites and for the cohort-unique sites. The TEEM program does not produce a consistent pattern of effects, and with a few exceptions, the comparison children perform better than the FT children. The majority of children in both cohorts also score below grade level.

Summary

The TEEM analytic sample includes typical FT and NFT children in three of its four sites. Children in the fourth site, Baltimore, are considerabley more disadvantaged than average.

On the whole FT students in the TEEM program are outperformed by NFT children. This result is consistent across sites; across category, i.e., basic skill, cognitive conceptual, and affective measures; and across comparison groups. On the other hand, FT children in two sites (Lincoln and Wichita) perform close to grade level on all subjects, indicating that, while they are outperformed by the NFT students, they score fairly well in a national context. FT children in the other two TEEM sites, Baltimore and Lakewood, perform on the average one year or more below grade level in each subject. In the case of Baltimore at least, this lag may be due to the extreme disadvantage of these children, who come from families with an average income of $2,500.*

In sum, FT children in all the TEEM sites are consistently surpassed by NFT students on all measures. However, FT children in two of these sites are performing close to grade level at the end of the program. Similar patterns of effects are found in Cohort III second grade data.

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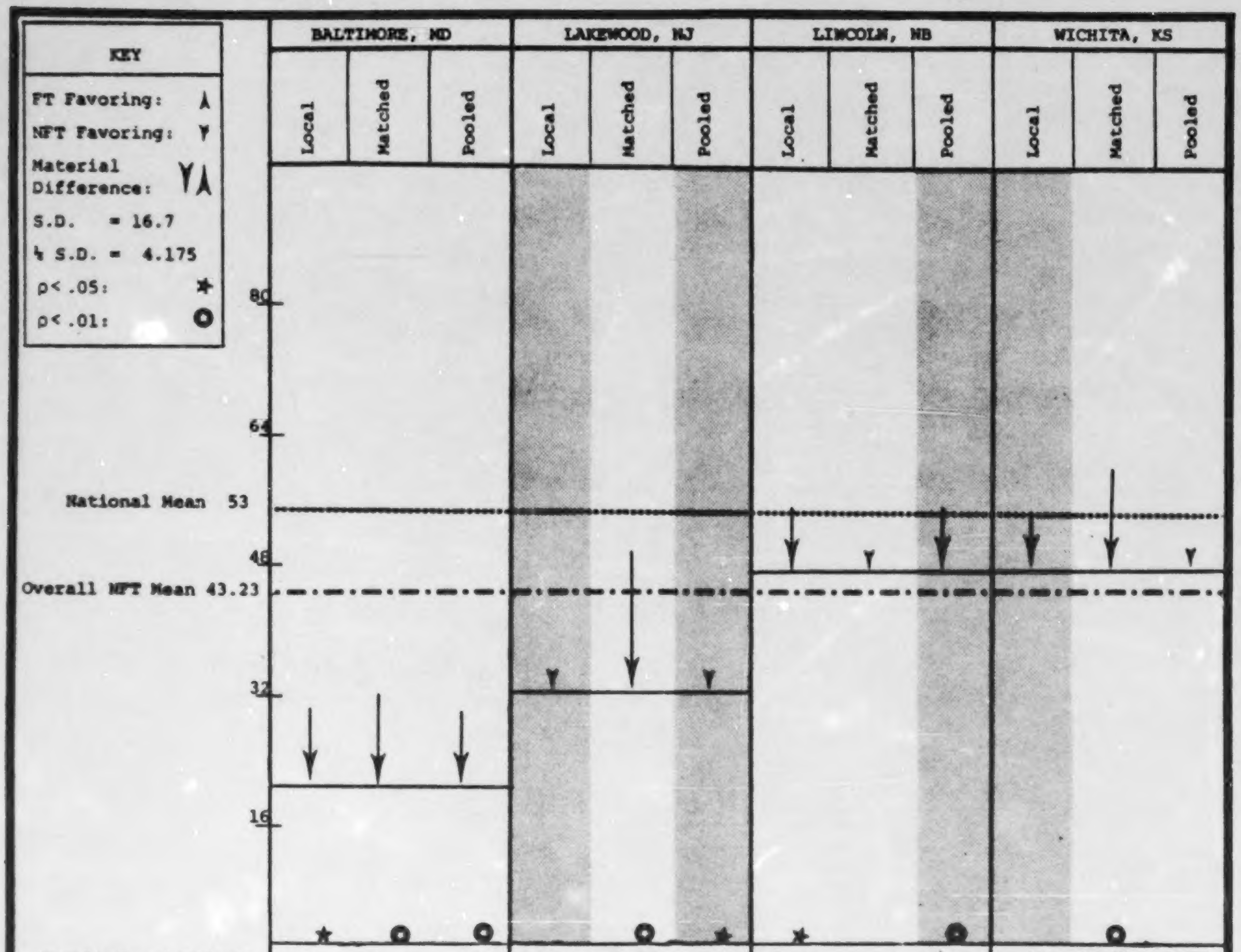
*The sponsor suggests a teacher strike during these children's third grade year may have also detracted from their performance.

Table 6-2

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN TEEM MODEL

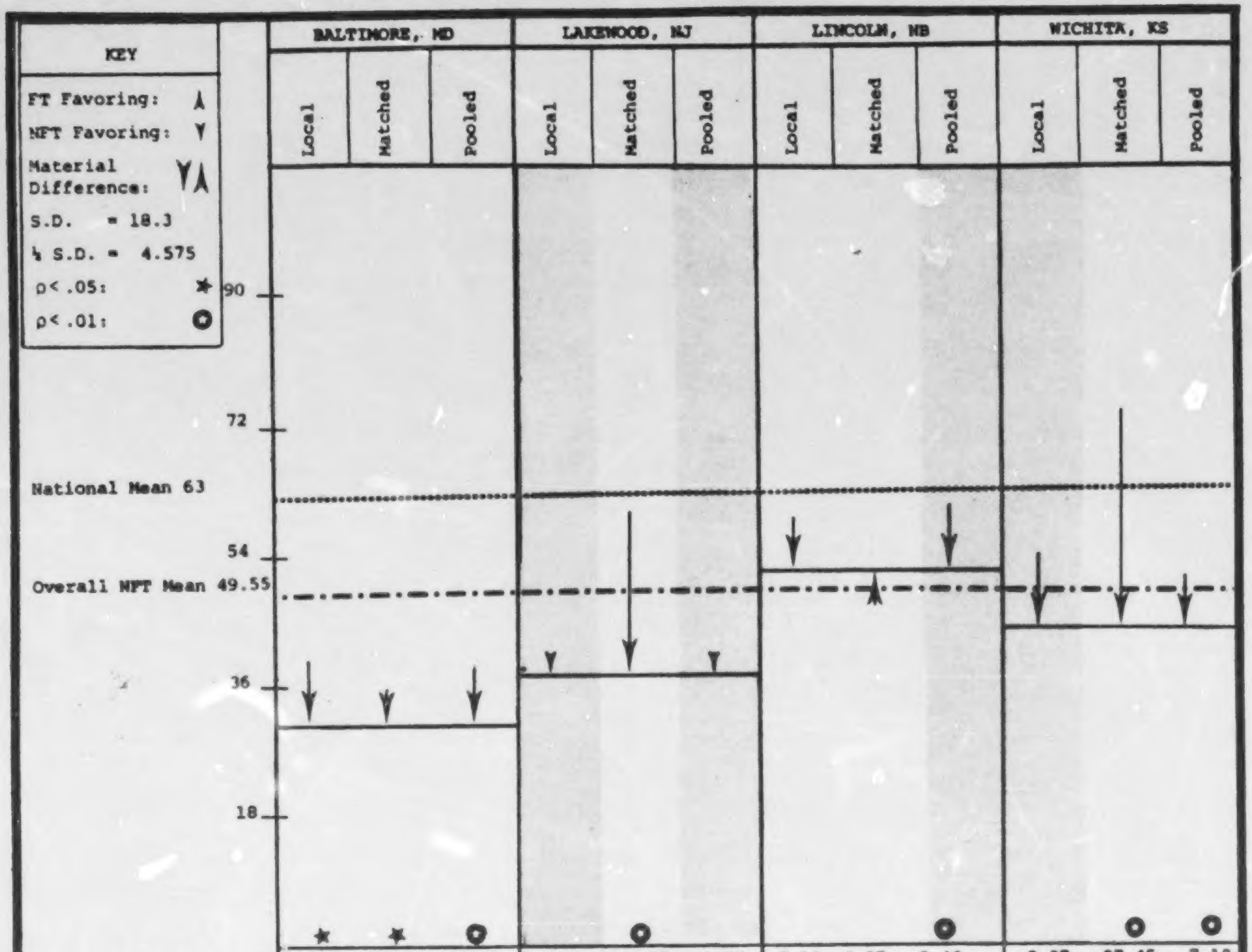


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-10.17	-12.10	-8.44	-2.93	-17.03	-2.66	-7.79	-4.10	-7.83	-6.19	-13.11	-1.09
Standard Error	3.75	2.25	1.13	3.63	2.45	1.31	3.56	3.26	1.80	4.00	3.71	1.84
FT Mean	20.50			32.66			47.37			47.38		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table 6-3

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN TEEM MODEL

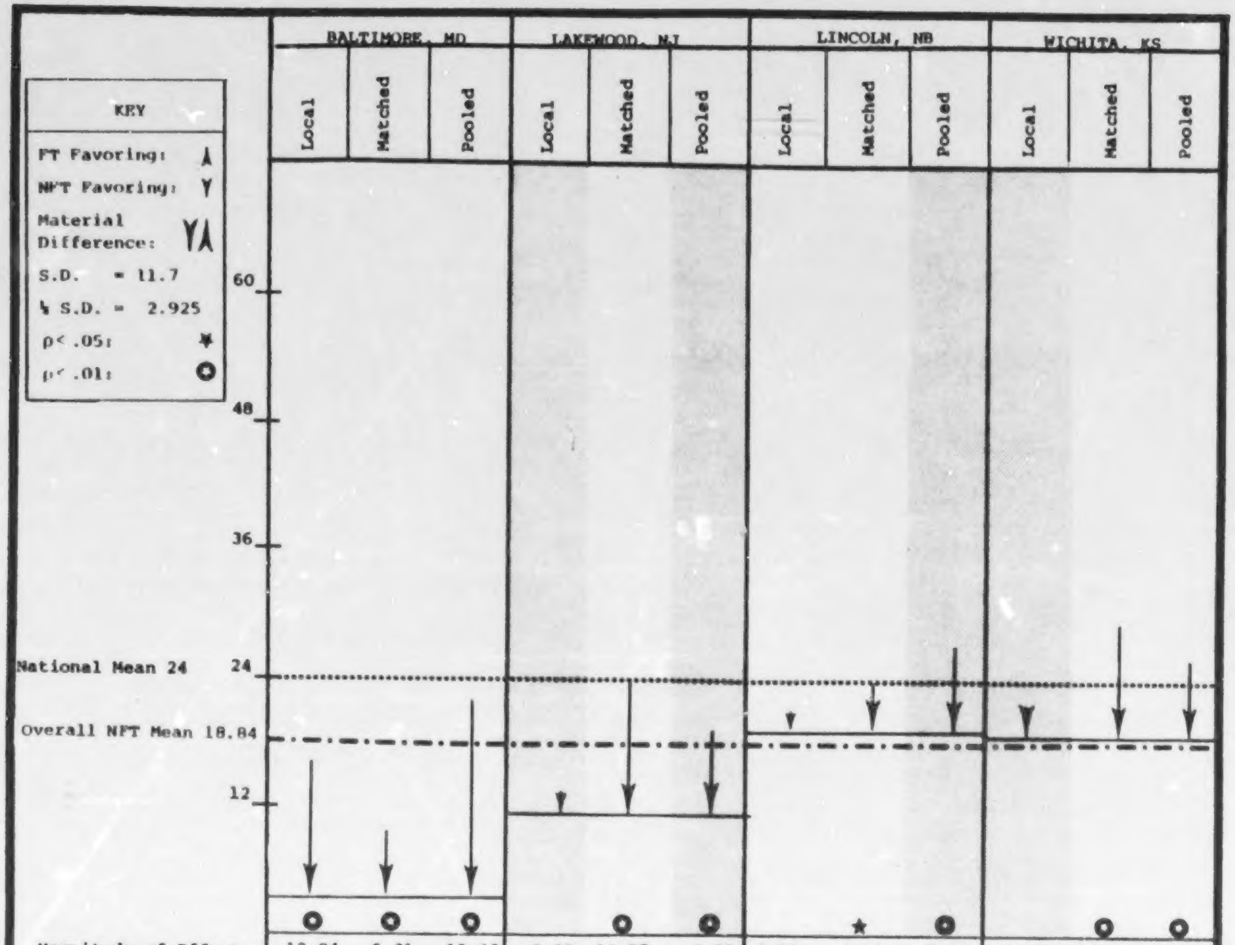


	BALTIMORE, MD Local	BALTIMORE, MD Matched	BALTIMORE, MD Pooled	LAKEWOOD, NJ Local	LAKEWOOD, NJ Matched	LAKEWOOD, NJ Pooled	LINCOLN, NB Local	LINCOLN, NB Matched	LINCOLN, NB Pooled	WICHITA, KS Local	WICHITA, KS Matched	WICHITA, KS Pooled
	★	★	⊙		⊙				⊙		⊙	⊙
Magnitude of Effect	-8.43	-5.02	-7.65	-1.09	-20.77	-2.39	-7.13	4.87	-8.46	-9.27	-27.45	-7.12
Standard Error	3.94	2.42	1.15	3.82	3.03	1.48	3.74	3.30	1.87	4.66	3.98	1.94
FT Mean	30.95			37.25			52.64			44.92		
No. of FT Children	99			80			58			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table 6-4

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN TEEM MODEL

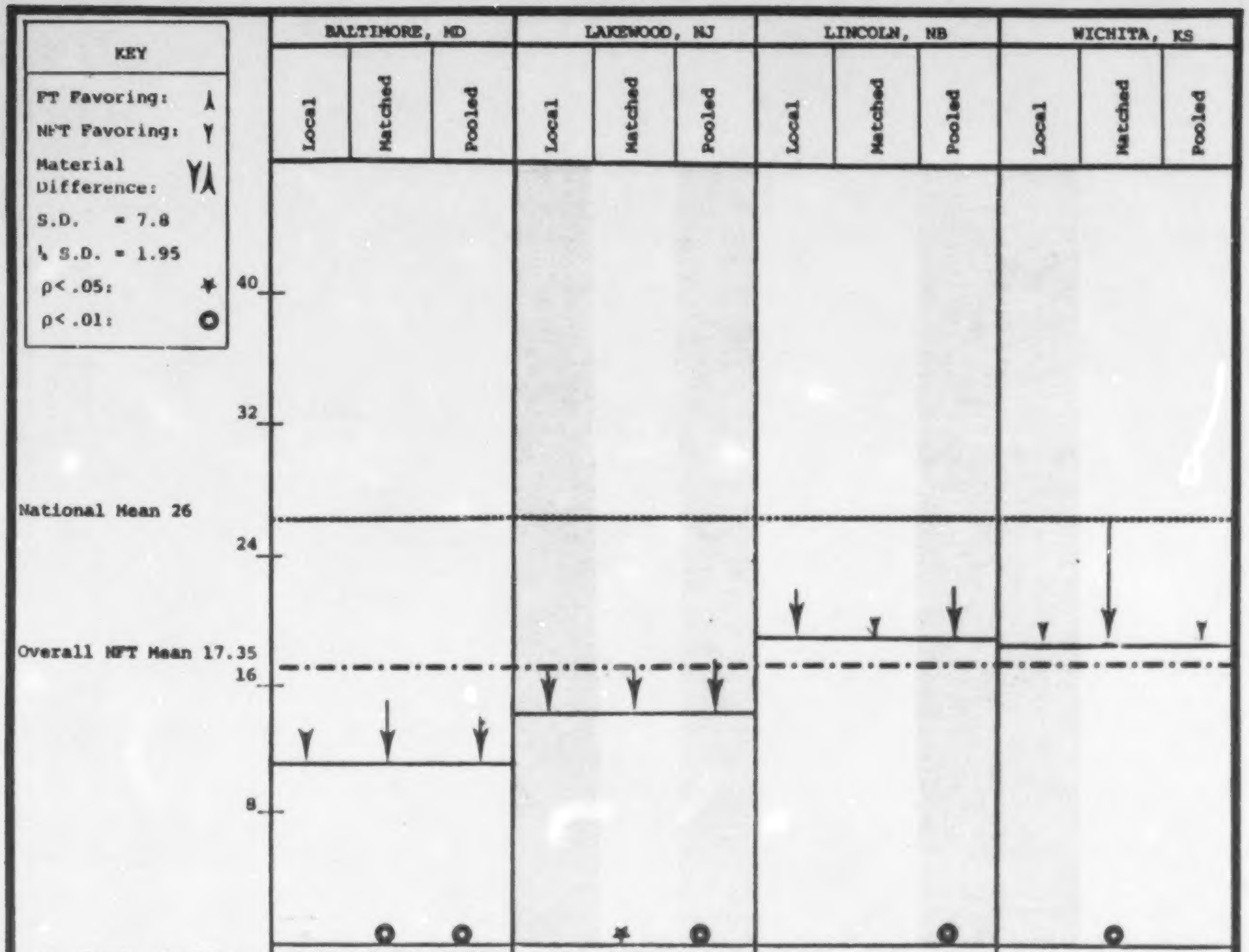


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	○	○	○		○	○		★	○		○	○
Magnitude of Effect	-12.94	-6.31	-19.63	-2.69	-12.57	-8.58	-2.84	-4.42	-8.06	-3.49	-10.26	-7.86
Standard Error	2.51	1.37	.51	2.42	1.75	1.24	2.64	2.04	1.13	2.68	2.54	1.34
FT Mean	3.31			11.25			19.75			19.32		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table 6-5

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN TEEM MODEL

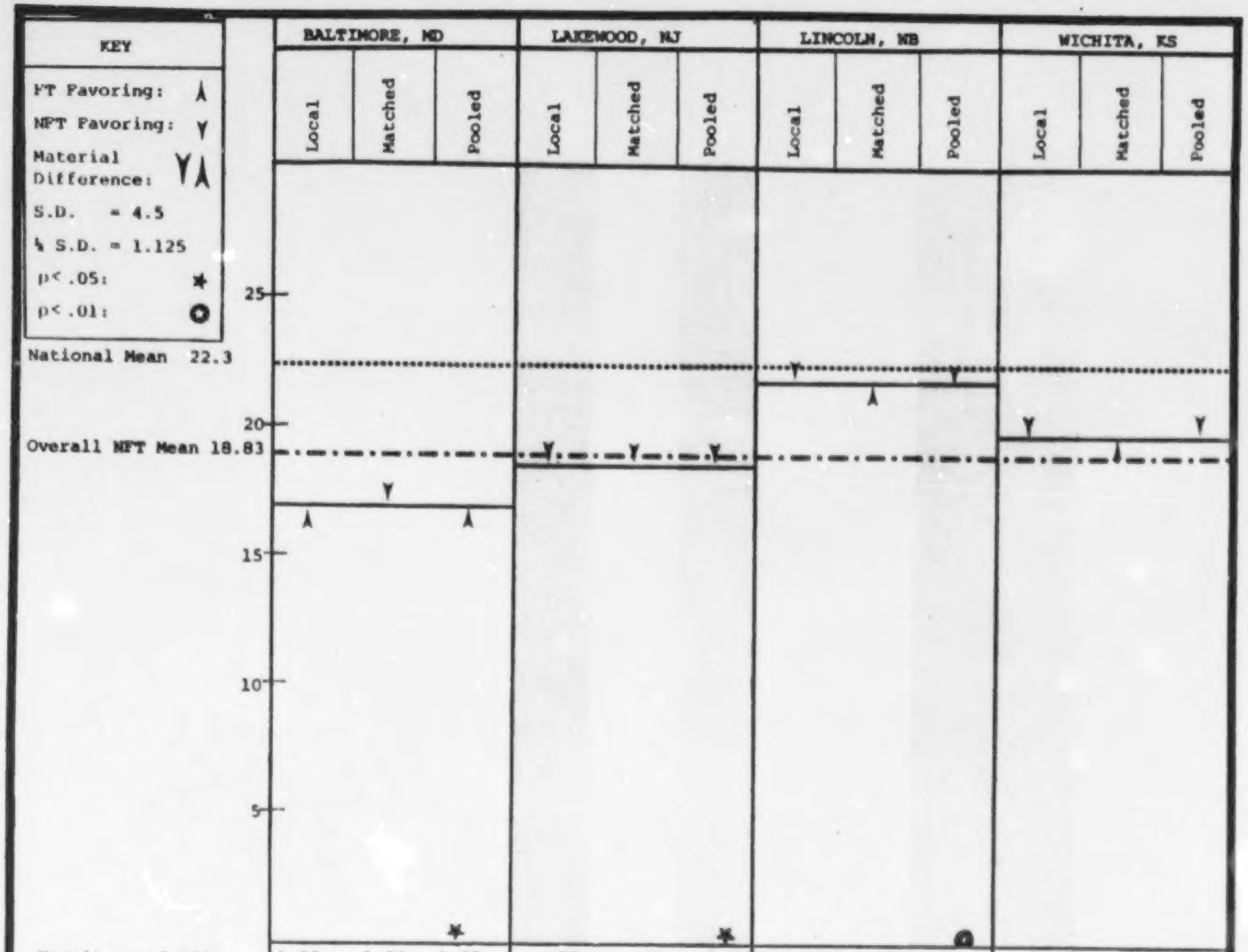


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.43	-3.19	-2.47	-2.80	-2.85	-3.06	-2.80	-.84	-2.77	-1.21	-7.49	-.81
Standard Error	1.74	1.04	.50	1.69	1.11	.66	1.66	1.39	.62	1.86	1.96	.95
FT Mean	11.04			14.33			19.28			18.51		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

Ps PS FKW PS

Table 6-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN TEEM MODEL

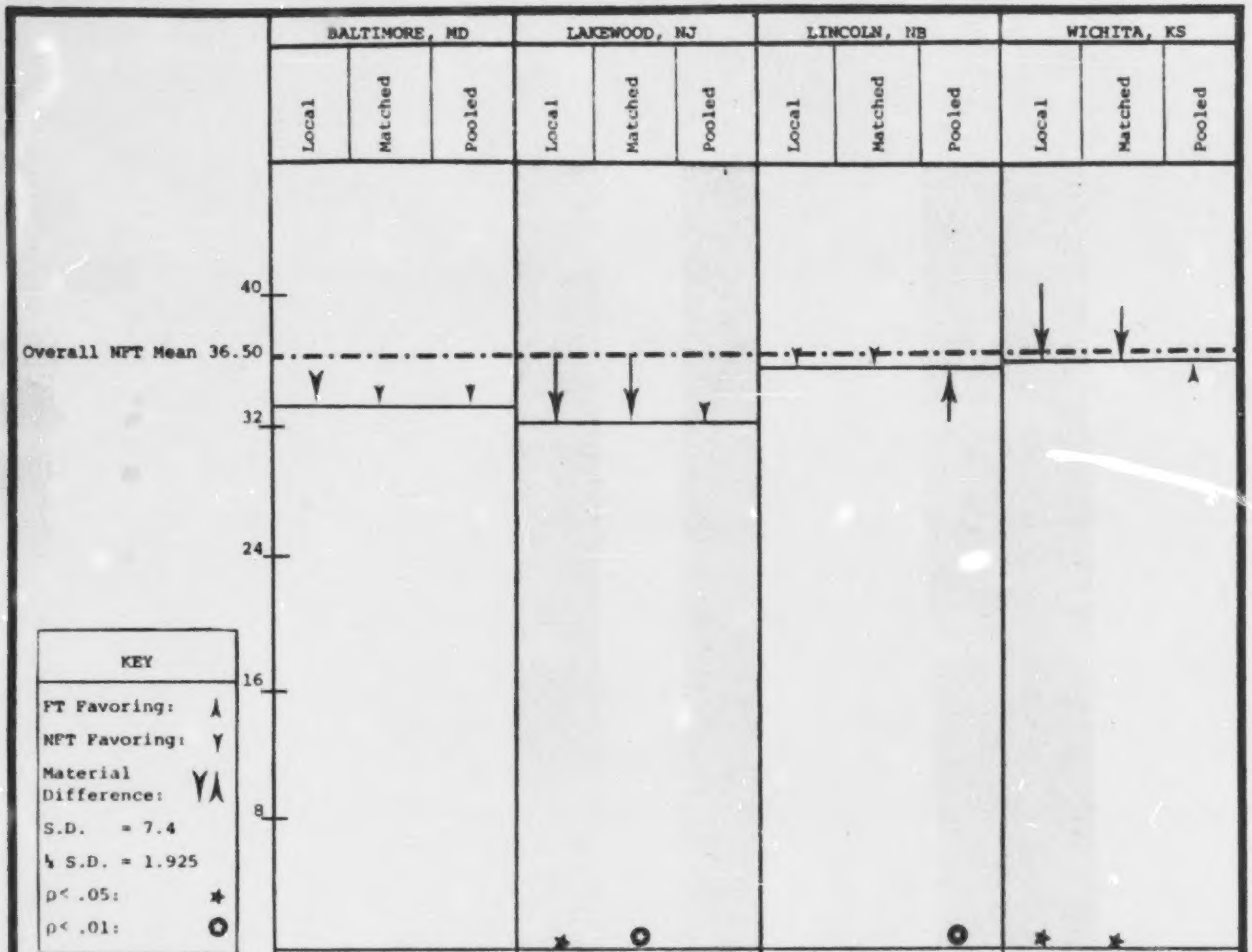


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.03	-1.04	1.08	-.77	-.03	-1.03	-.36	.43	-.99	-.26	.34	-.34
Standard Error	.97	.87	.40	.95	.71	.49	.92	.64	.35	1.04	.82	.40
FT Mean	16.84			18.36			21.64			19.44		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table 6-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN TEEM MODEL

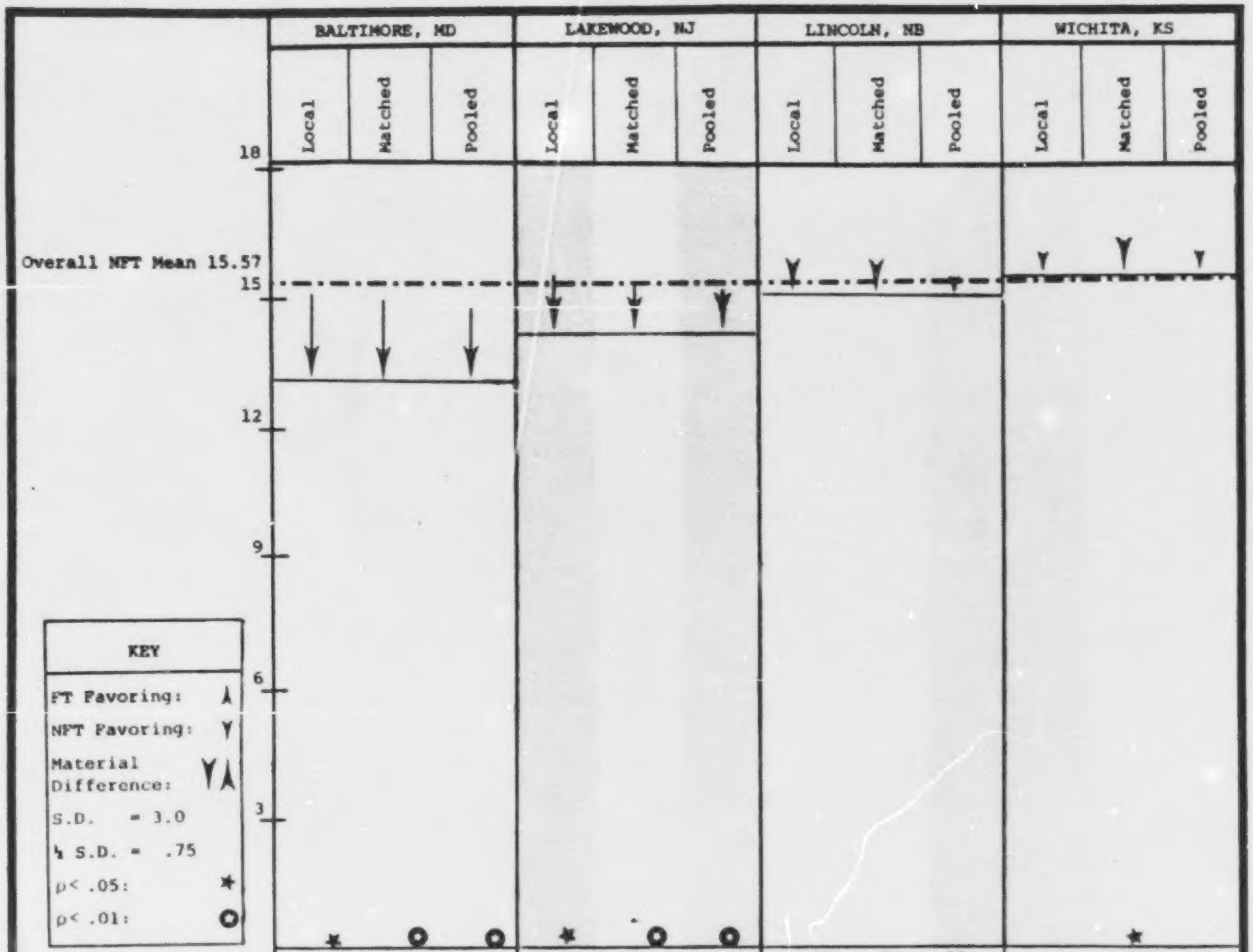


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.05	-1.06	-.04	-4.14	-4.19	-1.12	-.95	-1.16	3.03	-4.38	-3.03	1.21
Standard Error	1.91	1.29	.68	1.85	1.25	1.05	1.81	1.79	.85	2.05	1.43	.79
FT Mean	33.50			32.86			35.92			36.06		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table 6-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN TEEM MODEL

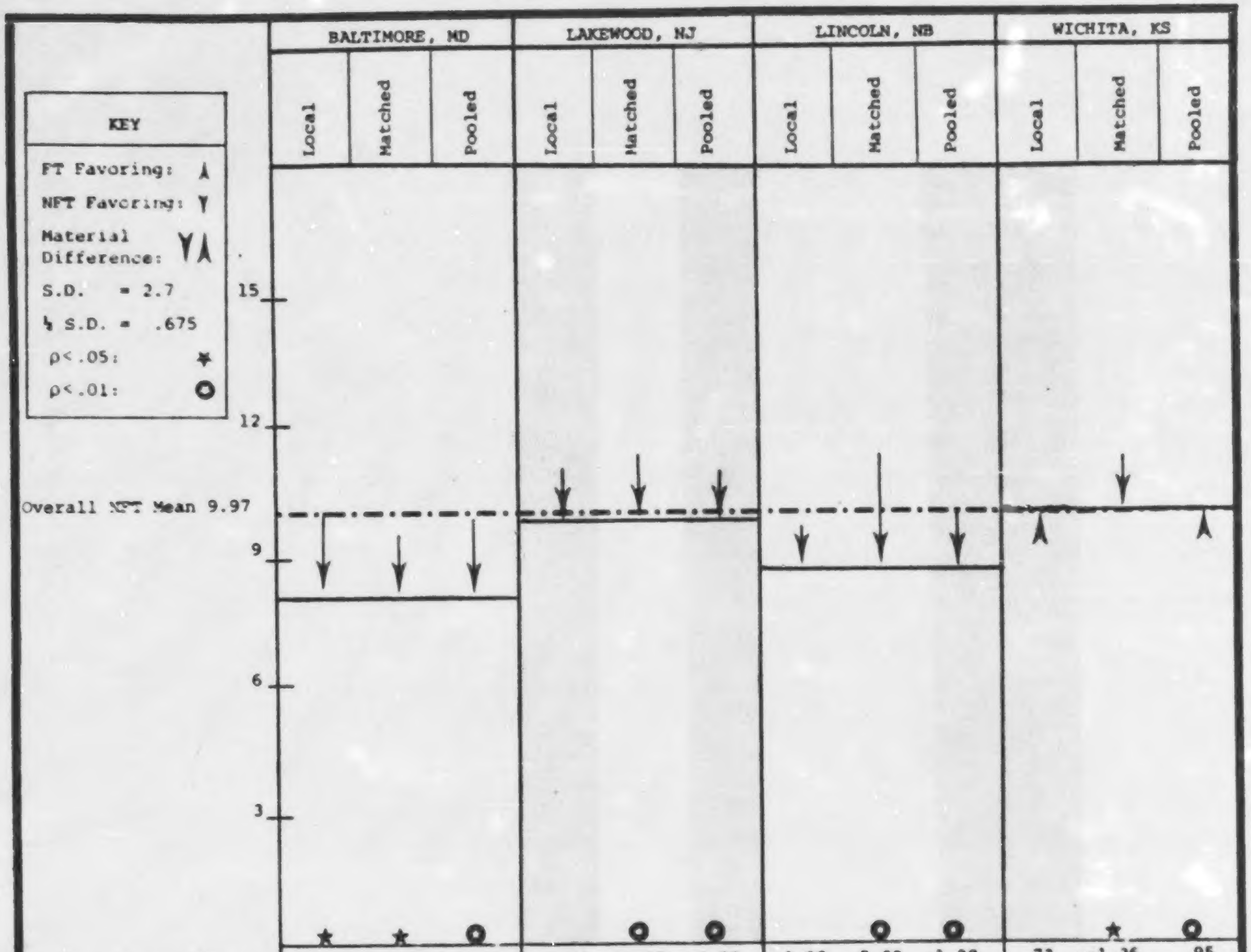


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.04	-1.98	-1.81	-1.67	-1.54	-1.24	-.75	-.83	-.60	-.34	-1.18	-.36
Standard Error	.77	.69	.36	.73	.51	.43	.72	.63	.35	.98	.53	.26
FT Mean	13.50			14.41			15.07			15.64		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table 6-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (-) FOR COHORT II SITES IN TEEM MODEL



	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	★	★	○		○	○		○	○		★	○
Magnitude of Effect	-1.90	-1.36	-1.69	-1.29	-1.47	-1.28	-1.02	-2.30	-1.28	.73	-1.36	.95
Standard Error	.73	.54	.29	.65	.46	.29	.65	.64	.33	.74	.54	.26
FT Mean	8.16			9.63			8.61			10.10		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table 6-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING)
FOR COHORT II SITES IN TEEM MODEL

	MAT Norm Population	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES			ALL SITES	
		FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT
Total Reading																		
Spring Third Grade Median	61	39.4	50.0	48.4	48.4	52.5	59.7	59.2	67.4	60.9	57.5	58.8	64.0	51.1	57.2		52.4	56.0
Percentile of Median	50	4.2	16.0	12.8	12.8	23.0	44.8	42.8	68.8	49.6	38.0	41.6	63.2	20.2	36.8		22.8	34.0
Grade Equivalent	3.5	1.8	2.4	2.3	2.3	2.6	3.4	3.3	4.2	3.5	3.2	3.3	3.9	2.5	3.1		2.6	3.0
Percent 1 Year or More Below Grade Level	20	90.9	54.8	58.5	57.5	42.6	24.9	26.5	10.3	21.8	28.6	25.9	2.8					
Total Mathematics																		
Spring Third Grade Median	70.5	49.4	54.5	55.8	53.8	57.7	67.1	63.8	72.4	64.2	60.2	62.0	74.5	56.8	61.6		57.7	59.3
Percentile of Median	50	4.9	9.5	10.8	8.8	13.4	38.2	27.6	57.6	28.8	18.4	23.0	64.0	11.8	21.8		13.4	16.6
Grade Equivalent	3.75	2.2	2.5	2.6	2.4	2.8	3.5	3.2	3.9	3.2	3.0	3.1	4.1	2.7	3.1		2.8	2.9
Percent 1 Year or More Below Grade Level	12	80.8	57.1	58.5	60.0	48.1	19.2	27.6	12.4	25.5	41.7	33.3	5.6					
Spelling																		
Spring Third Grade Median	64	39.1	59.0	49.8	51.8	56.3	66.4	62.5	69.0	64.8	61.0	63.0	71.8	53.6	61.8		56.4	60.0
Percentile of Median	50	2.2	36.0	13.8	17.6	26.9	58.8	46.0	66.0	53.2	40.0	48.0	75.2	21.2	43.2		27.6	38.0
Grade Equivalent	3.6	1.5	3.0	2.3	2.5	2.8	3.9	3.4	4.3	3.7	3.3	3.5	4.7	2.6	3.4		2.8	3.1
Percent 1 Year or More Below Grade Level	22	89.9	42.9	62.3	56.3	40.7	19.6	28.6	14.4	16.4	31.0	25.9	2.8					
BEST MATCH SITE		Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO							

Table 6-11

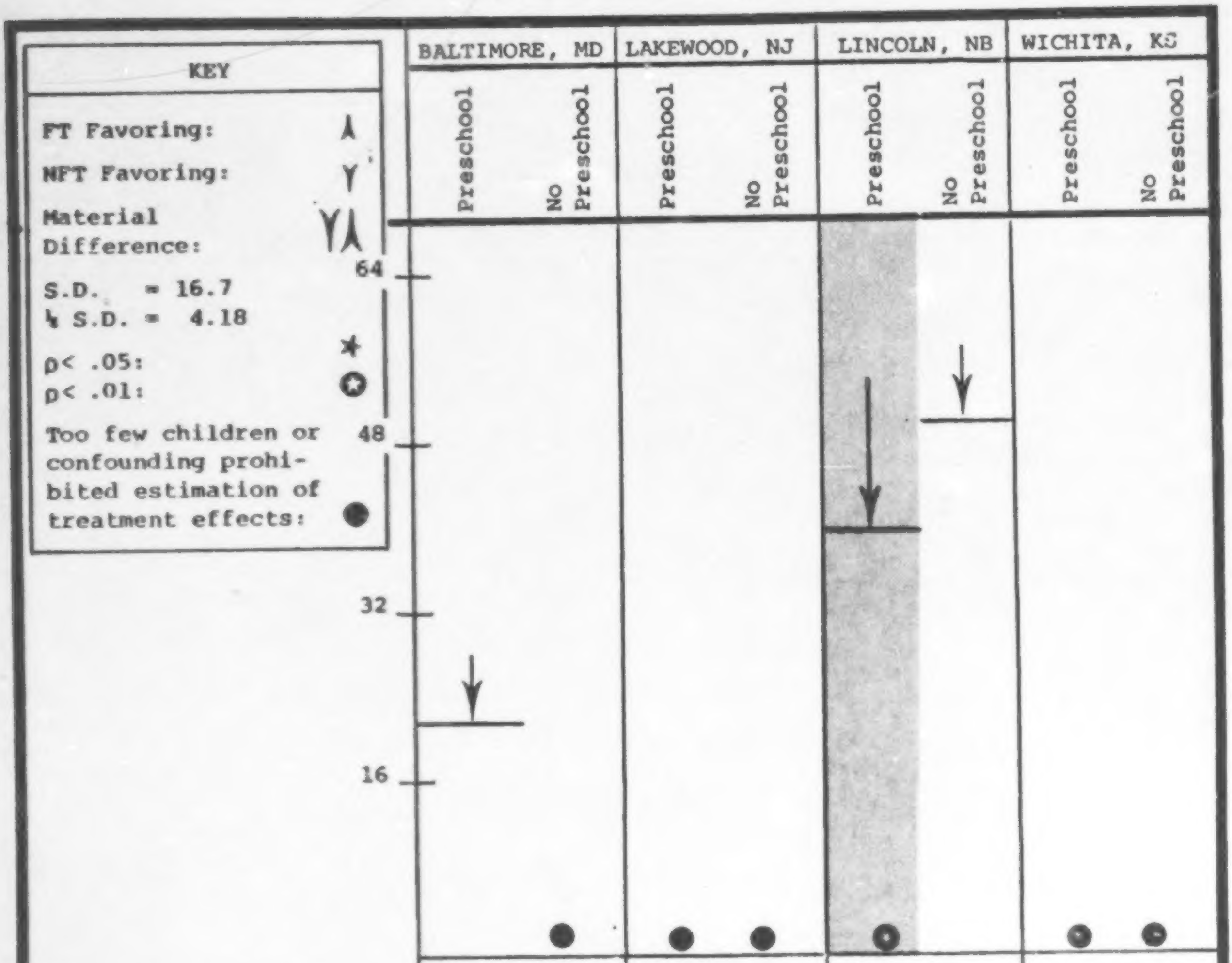
BACKGROUND VARIABLES AND OUTCOME MEASURES FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN TEEM MODEL

	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Preschool Information												
Number	99	42	53	80	54	245	98	97	55	84	27	36
Percent 4+ Months	41	66	33	88	07	50	28	13	09	48	12	38
Percent None	24	08	58	06	48	07	26	62	69	08	56	53
Percent 1-3 Months	05	22		03	37	08	02	02	05		07	09
Percent No Information	30	04	07	03	08	33	44	23	16	14	25	
Fall Kindergarten WRAT												
Preschool Mean	27.1	28.6	29.9	29.3	28.0	37.3	33.0	43.4	35.5	27.9	37.0	27.0
No Preschool Mean	27.7	28.0	24.4	43.3	32.9	25.4	35.6	37.6	34.6	32.1	25.9	30.9
*Other Mean**	25.0	28.6	32.5	37.5	29.8	29.9	42.0	34.4	39.0	39.7	24.1	18.7
Income												
Preschool Mean	2976	3833	3765	5148	4875	5574	6617	8976	6333	4802	6833	3536
No Preschool Mean	2696	2833	4548	9299	6711	5028	7327	8405	7286	8714	5600	6368
*Other Mean**	5625	6000		7500	5631	5385	8500	9000	6500		5000	5167
MAT Total Reading												
Preschool Mean	21.4	30.7	31.5	31.0	25.8	51.3	40.2	63.1	44.6	45.4	33.3	54.0
No Preschool Mean	18.2	40.0	31.9	44.4	47.6	48.7	52.9	61.5	49.5	47.3	51.7	63.7
*Other Mean**	21.1	34.0	31.5	47.0	30.6	46.4	48.5	60.6	61.3	58.4	47.4	67.0
MAT Total Math												
Preschool Mean	31.6	42.1	37.4	35.9	30.8	63.2	46.8	70.0	44.2	43.1	42.0	65.6
No Preschool Mean	29.7	46.0	51.3	47.4	48.6	57.8	60.3	68.2	49.7	47.7	50.6	80.4
*Other Mean**	31.1	35.7	35.8	48.3	34.2	54.3	51.8	62.7	54.6	53.3	50.6	59.0
BEST MATCH SITE	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 6-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE
ON MAT TOTAL READING
FOR COHORT II SITES IN TEEM MODEL

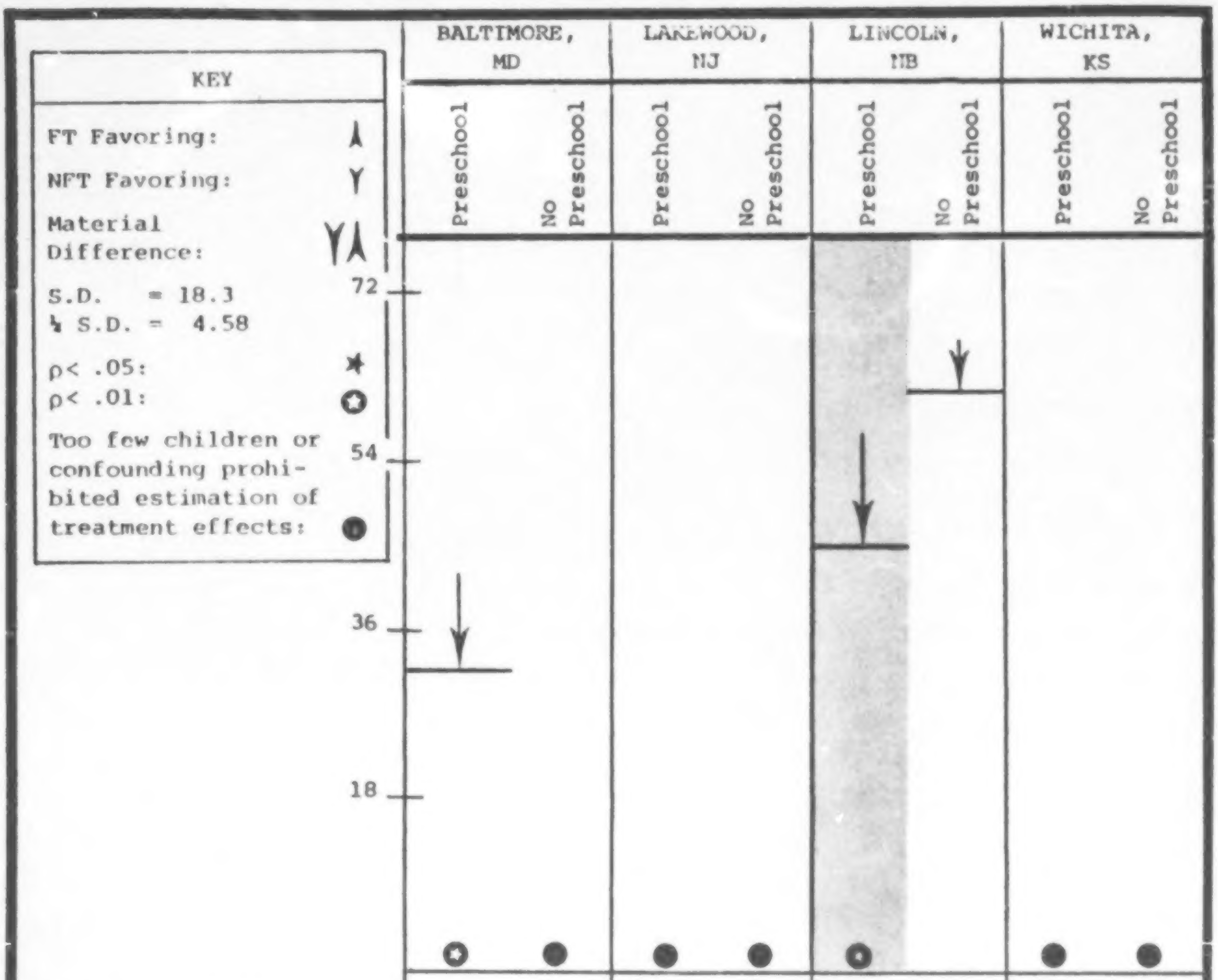


	BALTIMORE, MD Preschool	BALTIMORE, MD No Preschool	LAKEWOOD, NJ Preschool	LAKEWOOD, NJ No Preschool	LINCOLN, NB Preschool	LINCOLN, NB No Preschool	WICHITA, KS Preschool	WICHITA, KS No Preschool
Magnitude of Effect	-6.82				-14.63	-7.02		
Standard Error	3.69				4.55	3.92		
FT Mean	21.37				40.19	52.88		
No. of FT Children	41	24	71	5	24	26	65	4
No. of non-FT Children	28	3	4	26	21	94	3	15

FKW

Table 6-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN TEEM MODEL



	BALTIMORE, MD Preschool	BALTIMORE, MD No Preschool	LAKEWOOD, NJ Preschool	LAKEWOOD, NJ No Preschool	LINCOLN, NB Preschool	LINCOLN, NB No Preschool	WICHITA, KS Preschool	WICHITA, KS No Preschool
Magnitude of Effect	-9.33				-12.89	-5.98		
Standard Error	3.62				4.46	4.30		
FT Mean	31.61				46.78	60.27		
No. of FT Children	41	24	71	5	24	26	65	7
No. of non-FT Children	28	3	4	26	21	37	3	15

FKW

CHAPTER SEVEN

BANK STREET MODEL
Bank Street College of Education

Overview

With the immediate goal of stimulating children's cognitive and affective development, and the long range goal of affecting community change, the Bank Street model emphasizes personal growth of children, parents and teachers. Teacher and parent education is a major component of implementation.

The summary of FT-favoring (+) and NFT-favoring (-) effects on the measures used in this study of certain Bank Street sites can be found in Figure 7-1. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed.

Bank Street's success is inconsistent. However where positive outcomes do occur, they are consistent with the Bank Street objectives. The outcome on the Raven's and Coopersmith are noteworthy; in one site the FT children perform better than NFT children on tests of problem solving abilities, and in two sites, self-esteem. As shown in Figure 7-2, in comparison with MAT norms the Bank Street children in New York and Brattleboro are performing at grade level or less than one year below on the Total Reading, Math, and Spelling tests. Philadelphia and Fall River, although performing lower, also fall into this category.

Description of the Model

The Bank Street College approach is based on 50 years of experience in providing programs for the education of young children. This model is

Figure 7-1

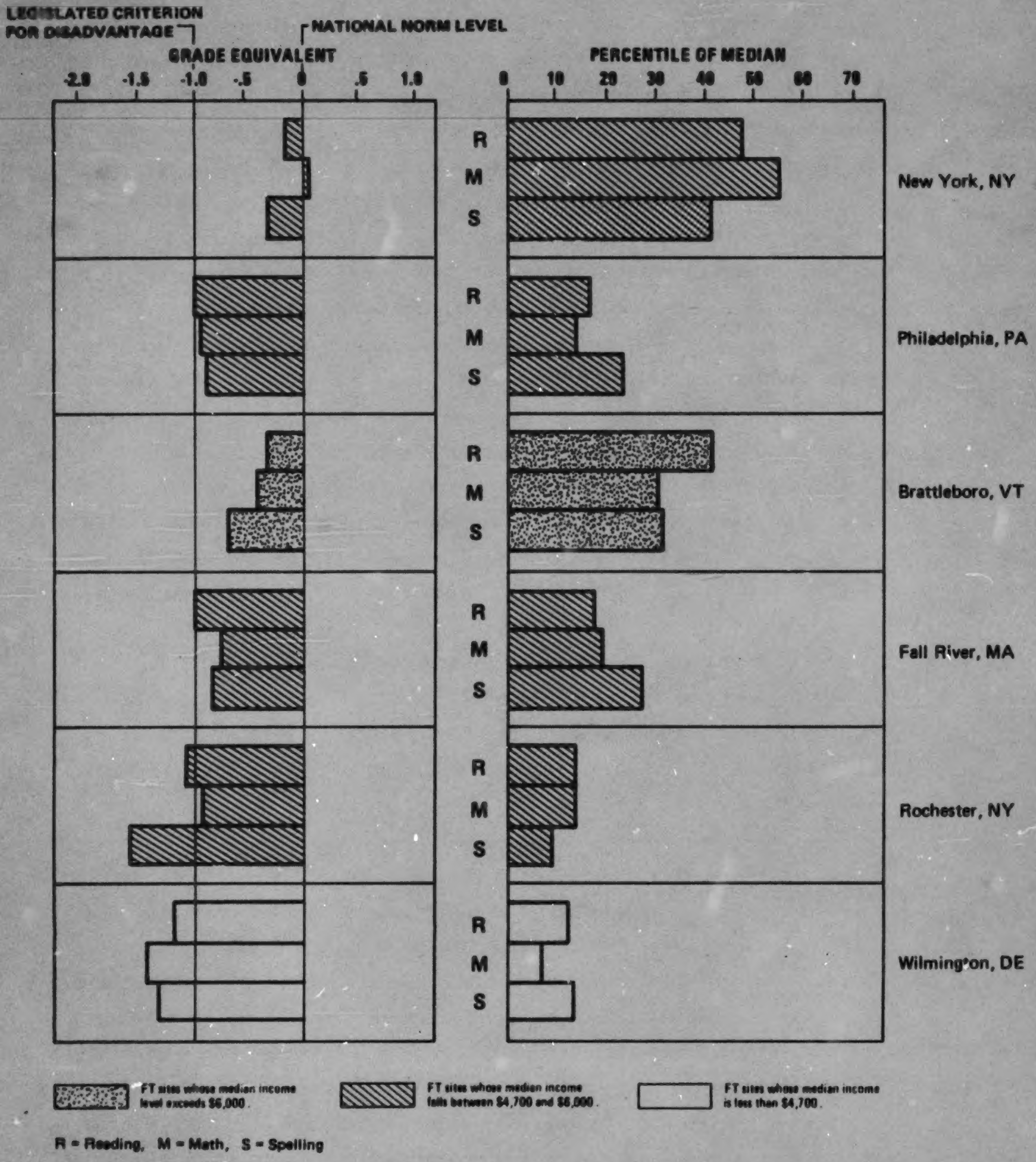
SUMMARY OF EFFECTS FOR BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading					-	-		-				-						
Total Math	+	+	+			-		-	-									-
Spelling		-	-		-	-	-	-	-	-		-		-	-			-
Language											+	+						
Raven's	+		+		-	-			+									
Coopersmith			+									+			+			+
IARS (+)									-									
IARS (-)								-	-			-						
Word Knowledge						-		-		-		-		-	-			
Reading			+		-													
Math Concepts	+	+	+		-	-		-				-						-
Math Computations	+	+	+				-	-	-						+		-	
Math Problem Solving					-	-		-										
Language Part A		+	+			+				+	+	+						+
Language Part B									+		+							
							PS PKW		PKW				PS	PS	PS PKW	PS	PS	PS

operating in 15 districts, 11 urban and 3 rural. The children in these sites represent a cross section of the cultural and racial groups of these communities. The sponsor's objective is that children become constructive, confident, productive, coping human beings and a basic assumption is that in order to do so, children need to attain not only basic skills but a high level of cognitive development. Academic skills and emotional social development are viewed as complementary processes to be emphasized equally. The classroom is designed to provide a stable, organized environment. Within it, the children participate actively and autonomously, supported by adults who help to expand their world and sensitize them to the meaning of their experiences within it. Academic skills are acquired within the broad context of direct experiences planned to provide appropriate ways of organizing and extending the children's expressed interests. Math, reading, and language are taught as tools to carry out an investigation of these interests. The students plan with teachers next steps in learning and make

Figure 7-2

Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in BANK STREET Model



autonomous choices when appropriate. A wide variety of Bank Street and commercial materials are available, such as the Bank Street readers and language stimulation materials. Children write creative stories, write their own books, read for pleasure, engage in dramatic play, music, and art. Social studies are also emphasized in the Bank Street approach.

The teachers play a vital role in this model, using diagnostic tools to analyze child behavior, child-adult interaction, and the social and physical milieu of the classroom. The staff development program aims at developing a repetoire of teaching strategies from which to choose and insights into how to enhance children's capacity to probe, reason, solve problems, and express their feelings freely and constructively. Since the teaching is based on study of the child's strengths and learning style, there is a strong emphasis on individualized follow-up.

Parents' individual growth is a Bank Street objective as well. Career development training with academic credit is offered to parents. Participation in the classroom as paid staff, volunteers, or observers, and opportunities for parents and teachers to pool their understanding of the child's interests and needs are part of the Bank Street program. In general, parents in this program are encouraged to participate in the classroom, in community activities relating to the school and in the PAC. There is, however, little emphasis on continuing the educational process in the home.

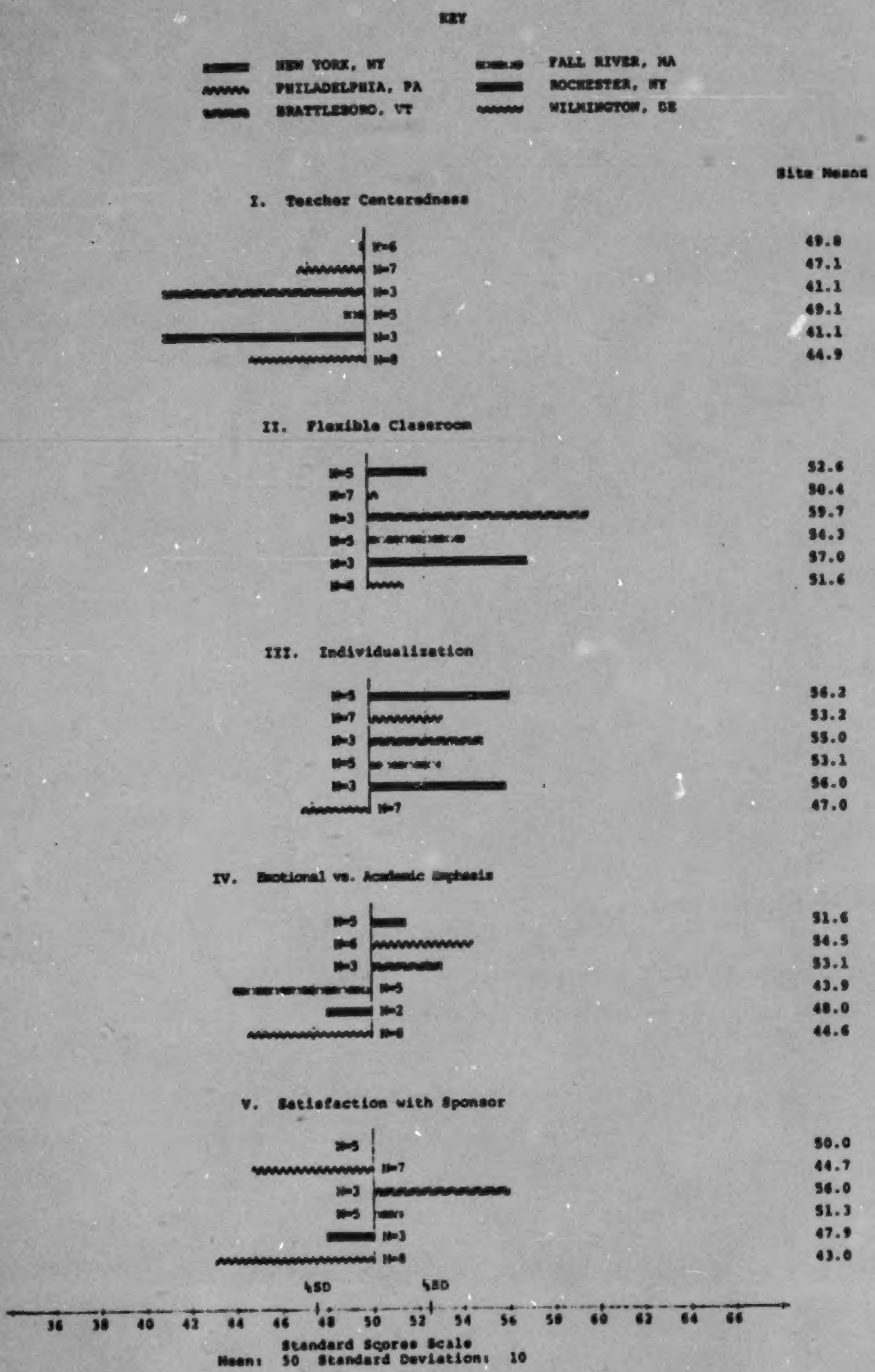
In sum, the Bank Street classroom focuses on tasks that are satisfying in terms of the child's own goals and productive for both cognitive and affective development. The academic skills are learned in the context of a relevant, engaging classroom life.

Description of the Learning Environment

As Figure 7-3 shows, the Bank Street teachers have been sampled in six sites. In the perception of these teachers, this sponsor has been successful in implementing an unstructured model in these sites. There is, however, a notable degree of variation in degree of structure across sites, with Brattleboro and Rochester clearly the most unstructured sites and New York and Philadelphia the most structured. Bank Street sites also vary in degree of academic emphasis which appears to indicate that the desired emphasis on social and emotional development has not been implemented in all sites. Sites cluster into two groups. New York, Philadelphia, and

Figure 7-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR BANK STREET MODEL



Brattleboro differ little from each other, and show a degree of academic emphasis that is at least above the overall sample mean. In contrast, Fall River, Rochester, and Wilmington form a cluster that is below or considerably below the mean in degree of academic emphasis. Teacher satisfaction with sponsor also varies across the Bank Street sites. In three of the six sites, teacher satisfaction with sponsor is below the mean, while in three, it is at or above.

As Figure 7-4 shows, Bank Street sites* also appear to vary in terms of the optimal parent factors (I and II). New York and Fall River are the highest and the lowest on parent child interaction, respectively. The other sites vary somewhat around the mean for all FT and NFT parents. Bank Street parents in New York and Brattleboro, as opposed to Wilmington, report a perception of a high degree of school receptivity. There also appears to be a consistently high degree of parental involvement (factors III-V) across all sites, especially in Philadelphia. Sites also vary in terms of general parent satisfaction with the sponsor (factors VI-IX) although the highest level of parent satisfaction is shown by Brattleboro, the site where parents perceive the highest degree of control over their environment. In conclusion, it appears that the Bank Street sponsor has attained desired levels of parent activity. Additional information about the parent and teacher samples is contained in Appendix Tables A7-2, A7-4, and A7-5.

Characteristics of the Sample

Bank Street is sampled in six sites all located in the Northeast, with the exception of Wilmington, DE. In four sites Black pupils predominate while in two other sites there are mostly White children. Although the average pretest scores for Bank Street sites are close to the mean for all FT sites, there is considerable variability among the sites (Table 7-1). A similar heterogeneity among sites exists for mothers' education and female heads of household variables as well. Bank Street on the average serves sites which appear more prosperous than other sponsors' sites. This is accounted for by inclusion of Brattleboro and Fall River, two sites with higher median incomes than any others in the analytic

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*Parent Questionnaire data was not available for the Rochester site.

Figure 7-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR BANK STREET MODEL

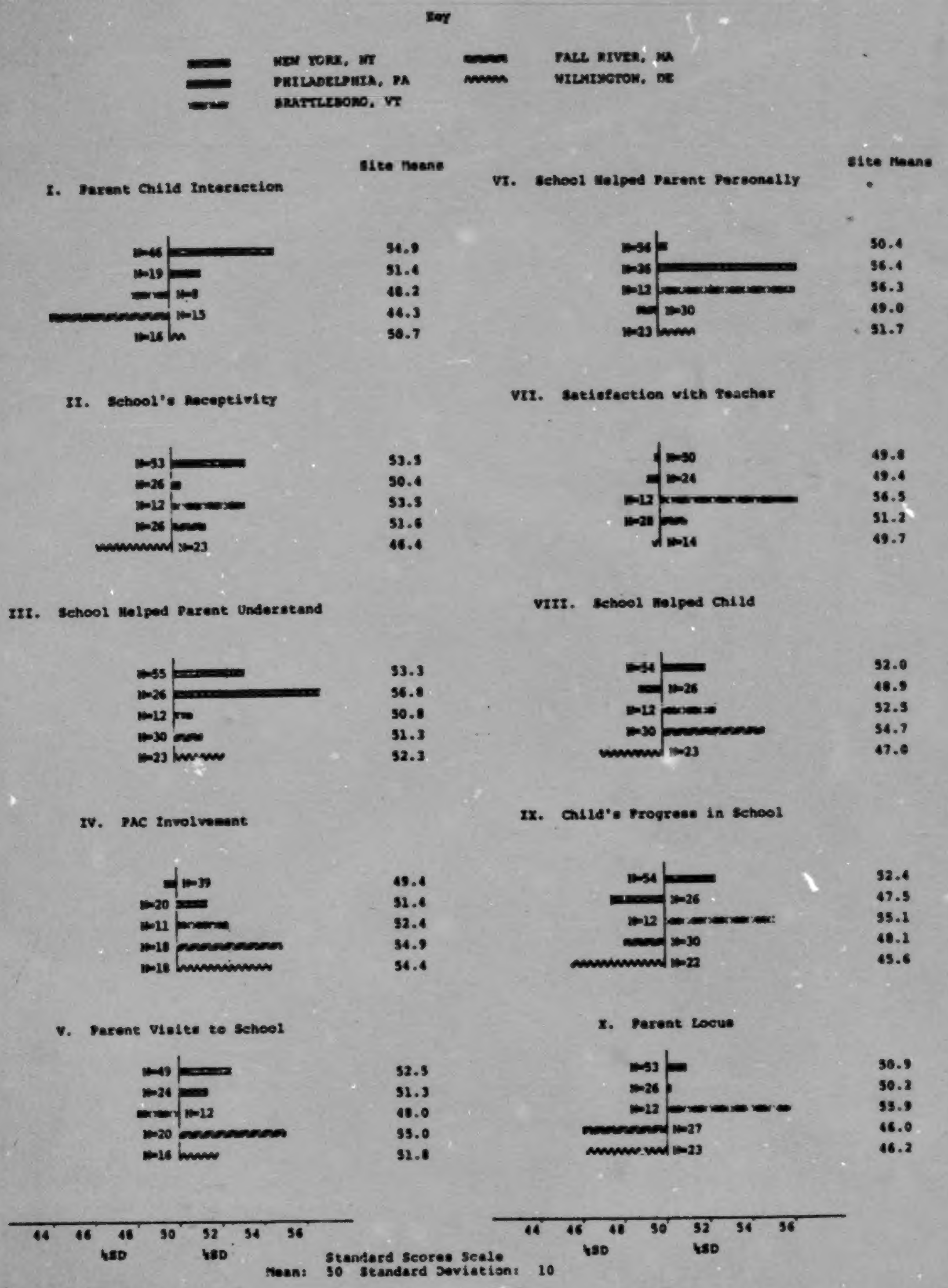


Table 7-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match			
Children in Analytic Sample																								
Number	72	245		80	124	37	20	27	79	39	38	18	26	35		109	107	53						
Fall Kindergarten WRAT																								
Mean Score	32.7	33.3		26.1	26.8	25.5	38.3	31.8	34.1	24.5	26.6	26.3	21.3	20.0		25.2	25.2	25.2	28.1	27.3		29.8	29.6	
Percent with Preschool	71	88		73	45	76	79	8	31	49	31	69	85	57		100	51	37	76	47		81	49	9
Number Responding	70	163		60	64	37	19	25	77	37	36	16	26	30		96	76	49						
Children's Ethnicity																								
Percent Black	97	78		100	83	100	0	0	0	3	0	89	85	100		98	92	100	64	59		70	57	11
Percent White	0	0		0	1	0	100	100	98	97	100	11	4	0		1	4	0	34	34		19	34	87
Percent Other	3	22		0	16	0	0	0	2	0	0	0	12	0		1	4	0	3	7		11	10	2
Family Income in Median Dollars	4875	5250		4750	4786	4500	8000	9769	7929	5833	7750	6500	4875	5083		3000	5187	3500	5222	6304		4733	5964	9590
Number Responding	59	92		38	43	32	17	25	75	37	36	16	25	28		65	67	48						
Mother's Education																								
Percent High School Graduates	50	57		49	45	44	73	58	70	11	9	67	38	28		25	30	33	41	40		46	46	51
Number Responding	64	91		37	47	34	15	25	77	37	35	15	26	29		61	63	45						
Female Heads of Household																								
Percent	38	41		50	48	62	12	4	18	24	14	35	62	63		61	43	33	41	36		42	34	9
Teachers																								
Number	5	22		7	30	5	3	4	6	5	6	5	3	9		9	23	22						
Teacher Education																								
Percent B.A. or Less	20	9		0	17	40	33	33	50	60	50	60	67	33		22	44	59	34	31		34	45	
Percent More than B.A.	20	36		71	40	40	0	33	33	40	17	40	33	44		67	30	27	38	33		42	34	
Percent More than M.A.	60	54		29	43	20	67	33	17	0	33	0	0	22		11	26	14	28	35		24	21	
Teaching Experience																								
Total Years	4.8	9.0		10.7	9.1	5.2	14.7	28.0	11.5	3.4	7.7	14.2	10.0	13.7		12.1	11.4	9.5	9.3	13.2		8.3	10.9	
BEST MATCH SITE	Local			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL								

sample. Preschool experience also varies considerably and is relatively low in comparison to all sponsors. In general, Bank Street is working with children from less advantaged social, economic, and educational backgrounds than are other sponsors.

Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 7-2 through 7-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 7-6 through 7-9);
- standardize scores for MAT subtests (Table 7-10);
- effects for the preschool analyses (Tables 7-12 and 7-13).

Certain other data, also discussed in this section, are depicted on tables in Volume III-B: Appendices:

- effects on the MAT partial subtest (Tables A7-6 through A7-12);
- attrition (Table A7-13);
- ethnic distribution (Table A7-16);
- background variables for Cohort III analyses (Table A7-17);
- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A7-18 through A7-20);
- standardized scores for MAT subtests for Cohort III (Table A7-21);
- teacher questionnaire cluster variables for Cohort III (Table A7-1);
- teacher background characteristics for Cohort III (Table A7-2).

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A7-1);

- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A7-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A7-14 and A7-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A7-15 and A7-22);
- ethnic distribution for Cohort III (Table A7-24).

New York, NY

The FT and local NFT both show higher entry WRAT scores than the sponsor's average. In terms of their ethnic composition, neither group has the substantial percentage of White children characteristic of the sponsor overall. The FT income is close to the sponsor average, but the NFT group income is considerably below the sponsor average. The two groups are closely matched on entry WRAT score and income. Though both groups are overwhelmingly Black, including no Whites, the NFT group also has a small percentage of Oriental and Puerto Rican children. The best matched NFT is the same (local) NFT.

On third grade posttests FT-favoring effects are observed on FT/local, FT/matched, and FT/pooled NFT comparison groups on the Total Math test and on the FT/local and FT/pooled NFT comparisons on the Raven's. NFT-favoring effects are observed on the FT/matched and FT/pooled NFT comparisons on Spelling. On the affective tests, FT-favoring effects are observed on the FT/pooled NFT comparison on the Coopersmith.

When compared with MAT norms, both FT and NFT children perform at or near grade level on Total Reading, Total Math, and Spelling.

Analysis of preschool/non-preschool did not alter the picture of the total FT and NFT groups' pattern.

Philadelphia, PA

The FT and local NFT groups are fairly typical of this sponsor in terms of entry WRAT score, but are not representative of overall sponsor ethnic composition in that both are almost completely Black while the sponsor overall is about 60 percent Black. Income for both groups is below sponsor average, especially for the NFT group. The two groups are well matched on entry WRAT scores, ethnicity, and income, though relatively fewer NFT children have preschool experience. The best matched site is

Detroit, MI, whose NFT closely matches FT on entry WRAT score, ethnicity, and income.

Analysis of posttest results shows NFT-favoring effects in Total Reading, Total Math, Spelling and the Raven's for FT/matched and FT/pooled NFT comparison group. On the affective tests, no differences occurred.

Compared with NFT norms, FT and local NFT performance is about one year below grade level on Total Reading and Total Math tests. On the Spelling test, FT is almost a year below, and NFT a half year below grade level. The matched NFT is about one-half year below grade level on all three tests.

It appears that FT children with preschool do not perform as well as NFT children with preschool on Total Math and Total Reading tests, even though the groups are closely matched on entry WRAT and income.

Brattleboro, VT

The FT group has a higher than sponsor average entry WRAT score and income level. The local NFT group is only slightly above sponsor average on entry WRAT, but well above average in income. Both groups are entirely White in contrast to the largely Black groups at this sponsor's other sites, so they match each other in terms of ethnicity. The FT group has a higher entry WRAT, but a considerably lower median income than the NFT group. Almost all of the FT children have preschool experience, contrasted with only a small percentage of the NFT children. The best matched site in Duluth, MN, whose NFT group is closely matched on entry WRAT, ethnic composition, and income, but has only half the percentage of children with preschool experience.

The FT/local and FT/pooled NFT comparisons have been greyed and only the FT/matched NFT comparison is discussed. Analysis of third grade posttest data reveals that the FT group is outperformed by the matched NFT's group in Spelling, Total Math, and Total Reading. On the affective tests, NFT-favoring effects are observed on the IARS (-).

Compared with MAT norms, FT children are less than one-half year below grade level on the Total Reading and Total Math tests, and more than one-half year below in Spelling. Both the local and matched NFT groups are near or above grade level on all three tests, being about one-half year above on Spelling.

The presence of preschool experience did not alter the results reported for the total FT and NFT groups.

Fall River, MA

The FT and local NFT are fairly representative of this sponsor in terms of entry WRAT score, but are higher than the sponsor's average in income. The two groups are almost entirely White, in contrast with the primarily Black groups at most of this sponsor's other sites. The two groups are closely matched on entry WRAT scores and ethnicity, but the local NFT income is substantially higher than the FT level. The best matched site is Ravenswood, CA, whose NFT group provides a good match for the FT on entry WRAT and income; however, the NFT group is almost entirely Black whereas the FT children are almost entirely White.

On the third grade posttests, the pooled NFT comparison group outperforms the FT on the total Reading test. The FT is also outperformed by both local and pooled NFT's in Spelling, but surpassed the matched and pooled NFT's in Language. The affective tests showed FT performance superior to the pooled NFT on the Coopersmith, but inferior to the pooled NFT on the IARS (-).

When compared to MAT norms, the FT group is more than one-half year below grade level on Total Math and Spelling tests and a full year below in Total Reading. The local NFT group is at or near grade level on the Total Reading and Total Math tests, and over one-half year above grade level in Spelling. The best matched NFT group scores over one-half year below grade level on Total Reading and Total Math, but at grade level in Spelling.

Analysis of the effects of preschool were not possible.

Rochester, NY

The FT and local NFT in Rochester show the lowest entry WRAT scores observed for this sponsor. The two groups are almost entirely composed of Black children, as are most of this sponsor's sites. The FT group's income is average, but the NFT income is low for this sponsor. The two groups are well matched on entry WRAT score, ethnicity, and income, though the FT group shows more preschool experience. The best matched NFT is the local NFT.

All NFT comparisons have been greyed and are therefore not discussed here.

Compared with MAT norms, both FT and local/matched NFT perform about a year below grade level on the Total Reading and Total Math tests. The NFT children are also about a year below in Spelling while the FT is about one and a half years below grade level.

Study of the preschool dimension did not produce any new results in Rochester.

Wilmington, DE

The FT and local NFT are just slightly below sponsor average on entry WRAT score. Like most of this sponsor's groups, these are almost entirely Black, and both show incomes below sponsor averages. The groups are well matched on entry WRAT and ethnicity, but NFT income is well above the FT level while FT shows 100 percent preschool experience vs. about half for the NFT group. The best matched site is Jacksonville, FL, whose NFT comparison groups is of similar on entry WRAT, income, and ethnic composition to the FT group.

All NFT comparisons have been greyed and therefore are not discussed here.

Compared to the MAT norms, the FT, local NFT and matched NFT all perform about one year below grade level on the Total Reading, Total Math, and Spelling tests, with one-half to three-quarters of the children a year or more below grade level on each test.

Analysis of preschool effects did not produce new findings for this site.

Cohort III Effects to Date

Four of the Bank Street Cohort II analytic sites are found in Cohort III analyses as well. However, none of the sites shows a consistent pattern of gains across cohorts. The New York group, which shows an advantage in Cohort II in Math, also shows a disadvantage in Cohort III. Each of the other replicated sites shows some FT-favoring comparisons in Cohort III which are not present in Cohort II. The results for Fall River in particular are more favorable in Cohort III, both in terms of gains and the normative status of scores. Whether these differences between cohorts are related to grade level, sponsor maturity, sample differences or other factors can be better answered when the Cohort III third grade data have been analyzed. The norm scores for the Cohort III group are also quite close to grade level in all sites while in Cohort II the majority of children are further behind.

Summary

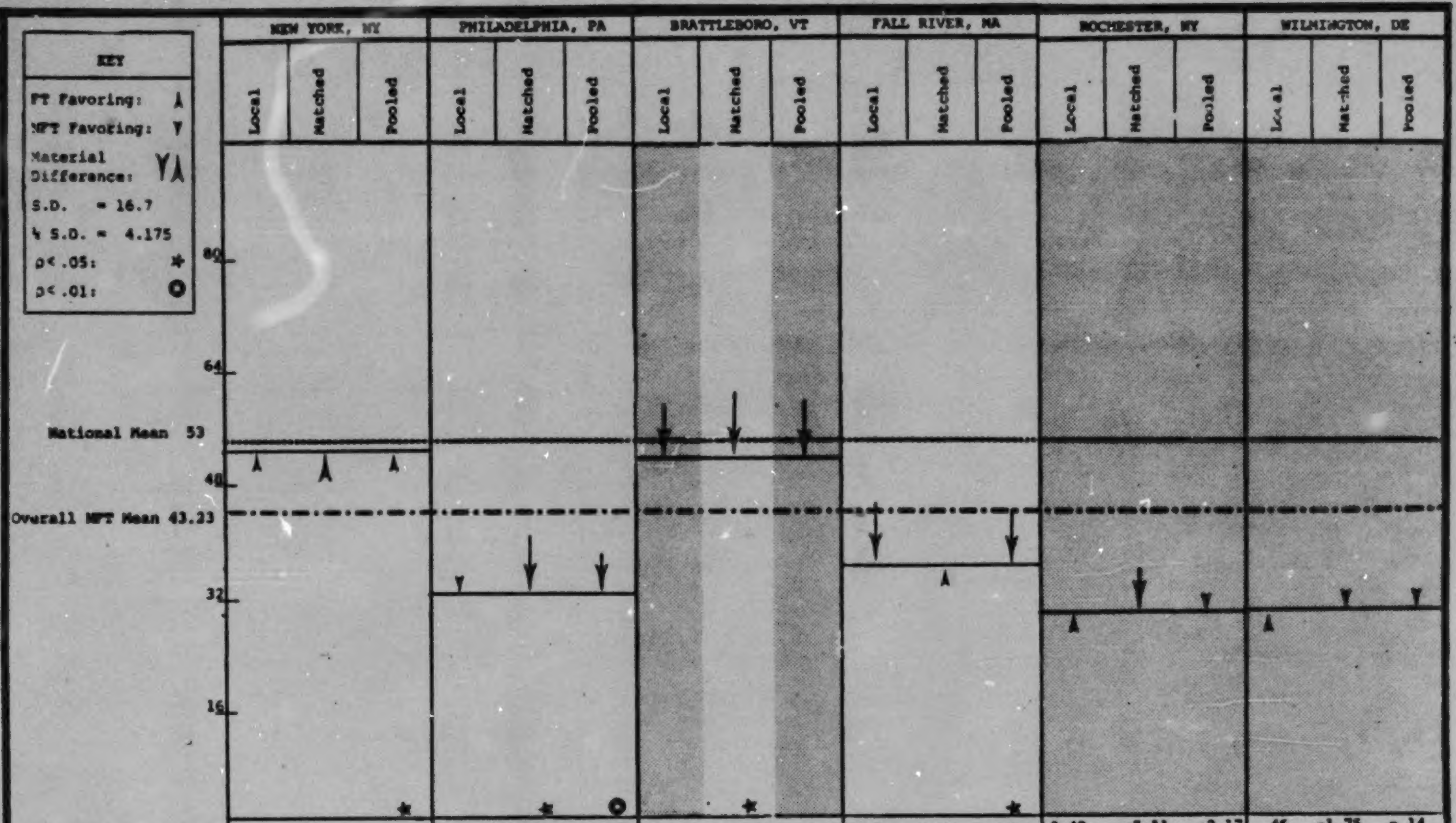
The Bank Street programs appear not to have raised the performance of FT children over that of NFT students as measured by the subtests of the MAT, with the exception of New York and Fall River, where FT outperforms NFT in Math and Language respectively. Both of these achievement skills are emphasized in the Bank Street model. In addition, the Bank Street program has produced FT-favoring effects on the Raven's problem-solving tasks in New York. Other cognitive conceptual skills are demonstrated by the New York children on Reading and Math Concepts. These outcomes are also consistent with the Bank Street program goals. In the affective domain, FT-favoring effects are found in New York and Fall River on the Coopersmith, a measure of self-esteem. In no site, however, does FT outperform NFT on the IARS (+) or IARS (-).

The posttest scores of the children participating in Bank Street programs in New York are approximately average for the MAT national norms group in Total Math and Total Reading and only slightly lower in Spelling. In Brattleboro, the FT children's median performance in these three subject areas was equal to a grade level which was less than one-quarter year behind the MAT norm group in Math and Reading and one-half year behind in Spelling. Students in other sites were lower with respect to the MAT norm group.

In general, Bank Street has been applying its model at a heterogeneous group of sites. Based on MAT national norms comparison, the groups of children performing above their comparison groups in the achievement skills of Reading, Math, and Spelling are located at sites with the highest pretest scores. In New York these initially high entry children are still performing well. While there are a few indications that Bank Street is achieving its goals for developing problem-solving, math and language skills, the achievement in the latter two skill areas and in the affective domain is not uniform. The Cohort III effects to date suggest that when analyses of third grade data are complete, the results may be somewhat more positive.

Table 7-2

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN BANK STREET MODEL

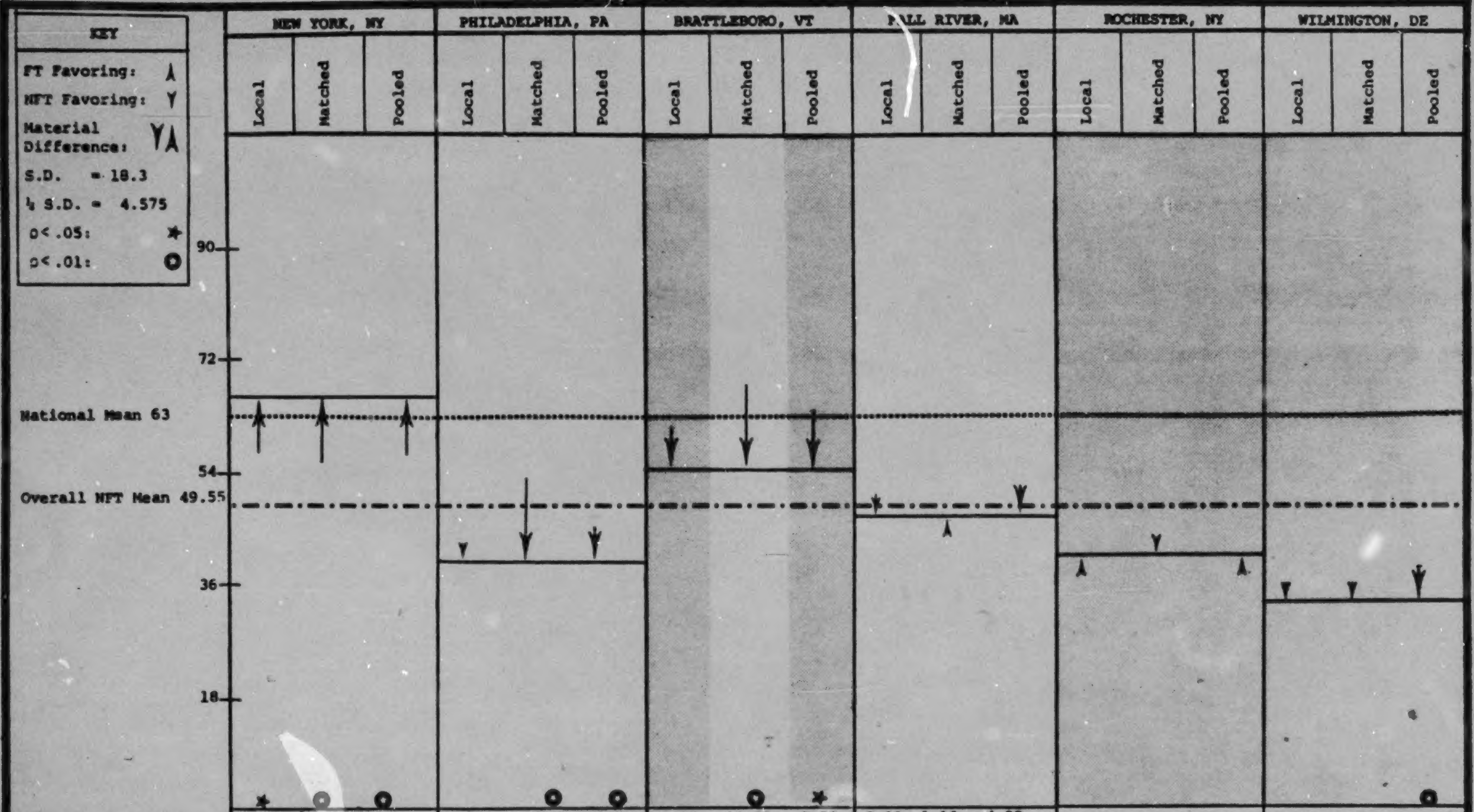


	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	3.53	4.48	3.60	-1.50	-6.78	-4.72	-6.10	-9.63	-6.07	-7.91	1.25	-6.09	3.42	-5.11	-2.17	.46	-1.75	-.14
Standard Error	2.63	2.38	1.80	2.80	3.37	1.58	5.58	4.14	4.59	4.10	9.41	2.49	4.84	3.13	2.04	2.71	1.96	.98
FT Mean	52.56			33.10			51.55			36.90			30.04			30.22		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		

PS FKW FKW PS PS PS PS PS PS
FKW

Table 7-3

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY Local	Matched	Pooled	PHILADELPHIA, PA Local	Matched	Pooled	BRATTLEBORO, VT Local	Matched	Pooled	FALL RIVER, MA Local	Matched	Pooled	ROCHESTER, NY Local	Matched	Pooled	WILMINGTON, DE Local	Matched	Pooled
Magnitude of Effect	8.16	9.51	8.42	-2.14	-12.06	-5.11	-6.33	-13.59	-9.50	-3.99	1.10	-4.99	1.52	-1.67	1.00	-2.98	-2.97	-5.20
Standard Error	3.05	2.91	2.60	3.26	3.17	1.48	6.49	4.28	3.58	4.78	9.98	2.91	5.63	3.54	2.14	3.16	2.27	1.15
FT Mean	66.46			39.20			54.30			46.92			40.58			33.06		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		

PS
FKW

FKW

PS

PS

PS
FKW

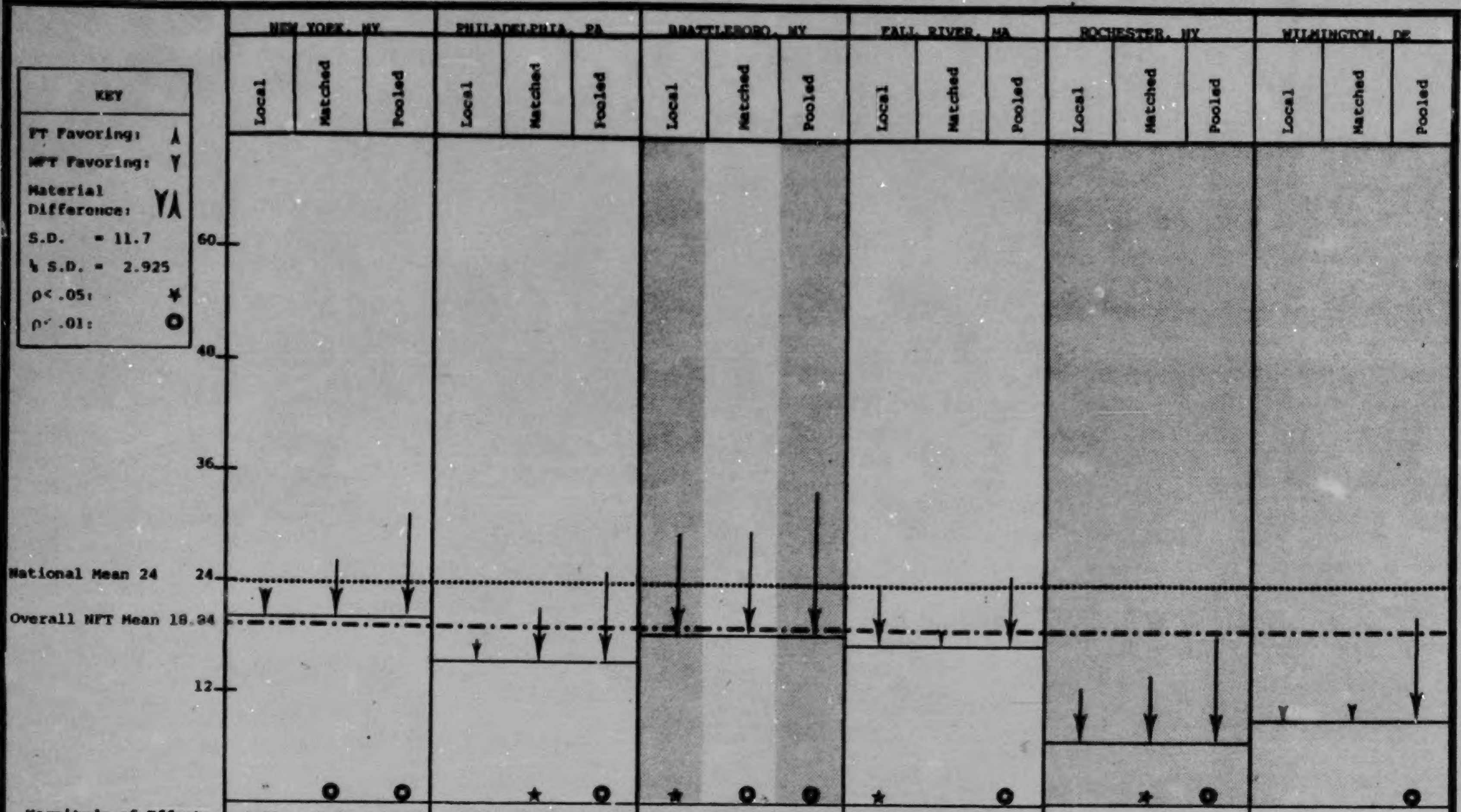
PS

PS

PS

Table 7-4

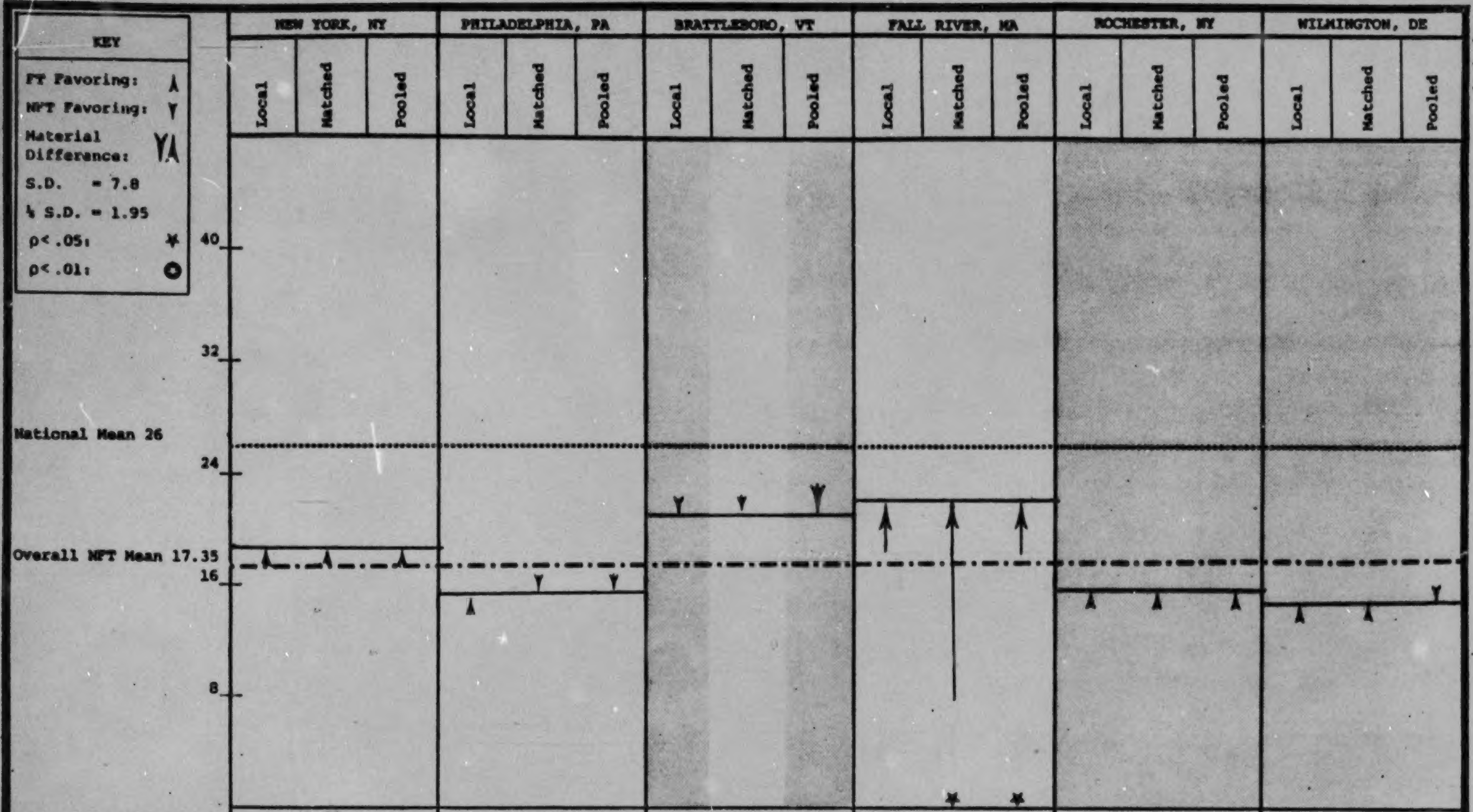
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, NY			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
		◉	◉		★	◉	★	◉	◉	★		◉		★	◉			◉
Magnitude of Effect	-3.75	-6.69	-10.85	-2.12	-6.08	-9.45	-10.54	-10.64	-15.58	-6.96	-1.03	-7.02	-5.86	-7.69	-11.51	-1.97	-.48	-10.71
Standard Error	1.93	1.94	1.26	2.06	2.47	1.20	4.09	2.63	2.65	3.01	7.53	2.05	3.55	2.96	1.62	2.00	1.58	.82
FT Mean	19.75			14.05			16.30			15.36			7.58			9.32		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			E. Palo Alto, CA			Local			Jacksonville, FL		
							PS FKW		FKW				PS	PS	PS FKW	PS	PS	PS

Table 7-5

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN BANK STREET MODEL

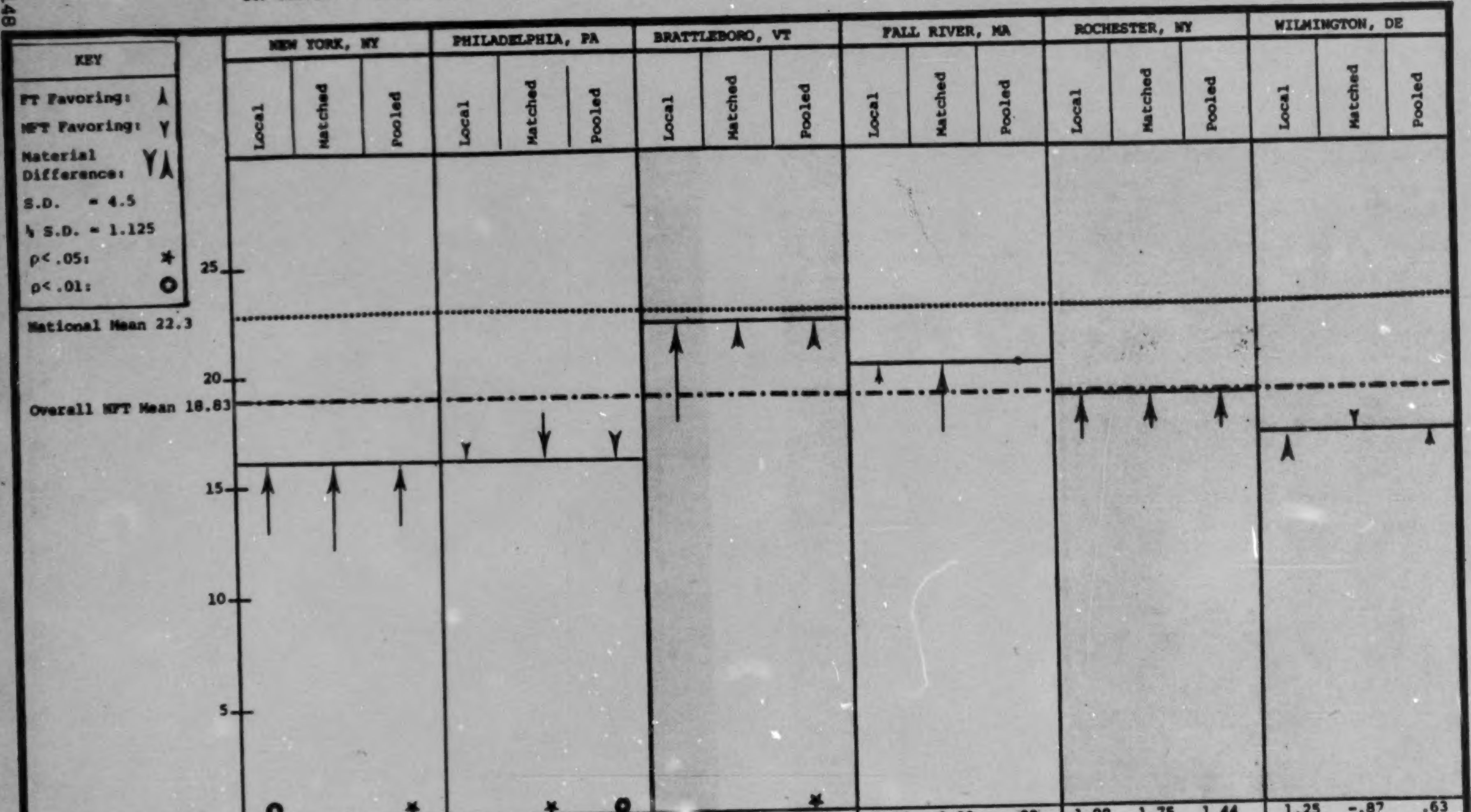


	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.60	1.35	1.41	1.46	-.09	-.02	-.87	-1.28	-2.34	4.04	14.18	3.92	.81	.64	.37	1.10	.94	-.18
Standard Error	1.32	1.07	.81	1.41	1.62	.78	2.81	2.01	1.74	2.07	5.67	1.58	2.43	1.66	1.32	1.37	1.05	.55
FT Mean	18.72			15.63			21.00			22.36			16.15			14.80		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		

							PS FKW		FKW				PS	PS	PS FKW	PS	PS	PS

Table 7-6

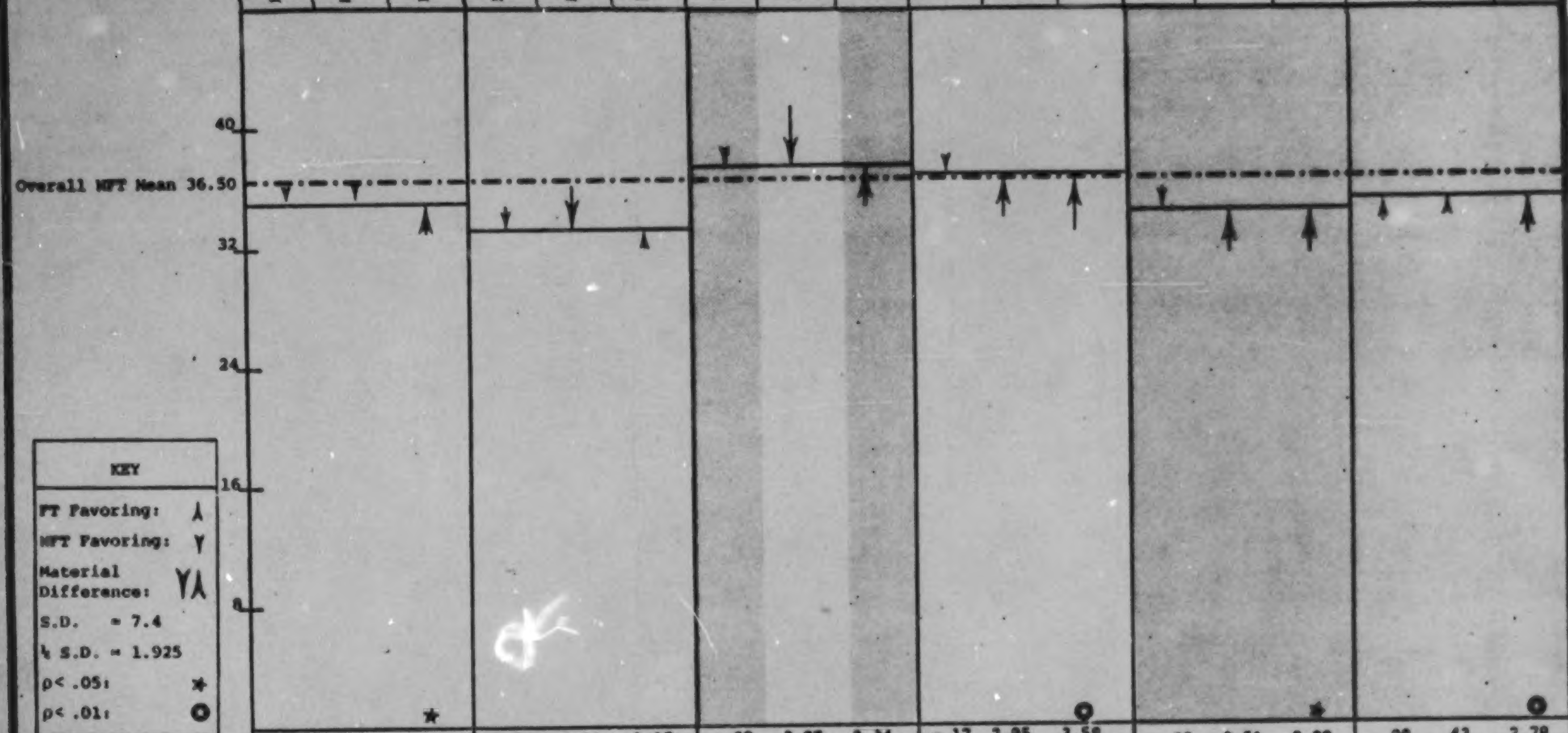
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	○		*		*	○			*									
Magnitude of Effect	3.53	4.48	3.6	-.80	-2.55	-1.30	[illegible]	1.36	1.23	1.06	3.22	.00	1.98	1.75	1.44	1.25	-.87	.63
Standard Error	.77	2.37	1.8	.82	.99	.47	1.63	.85	.53	1.20	2.74	.70	1.42	1.21	.79	.80	.82	.41
FT Mean	16.29			16.20			23.35			20.39			18.89			16.90		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		
							PS FKW		FKW				PS	PS	PS FKW	PS	PS	PS

Table 7-7

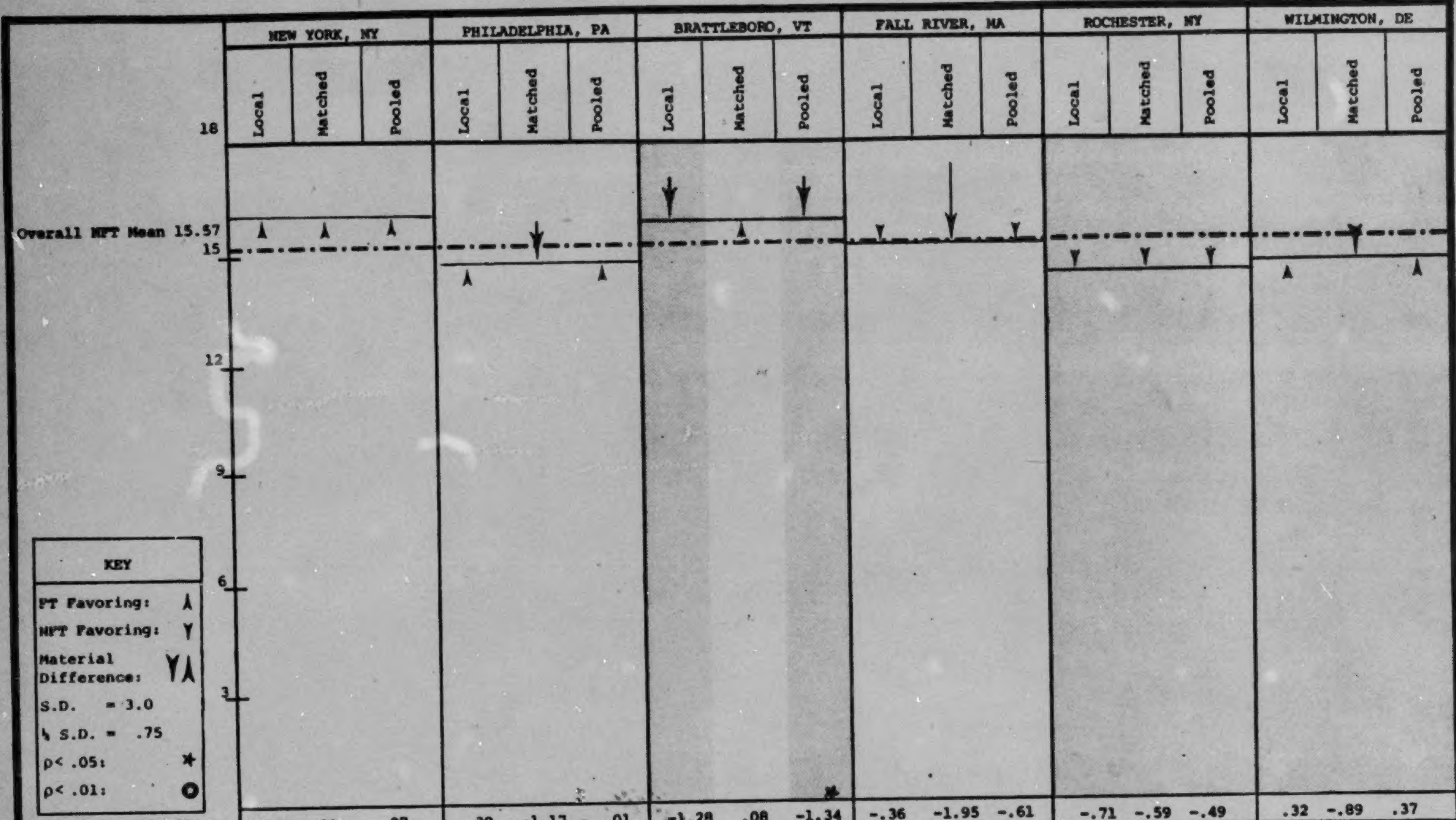
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-1.02	-1.37	2.02	-1.54	-2.83	1.17	-.38	-3.87	2.34	-.17	2.95	3.58	-.09	2.51	2.88	.08	.43	2.78
Standard Error	1.37	1.06	.76	1.46	1.70	.90	2.90	2.15	1.44	2.14	4.03	1.18	2.51	2.41	1.22	1.41	1.30	.72
FT Mean	35.21			33.18			37.35			36.74			34.42			35.04		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		
							PS FKW		FKW				PS	PS	PS FKW	PS	PS	PS

Table 7-8

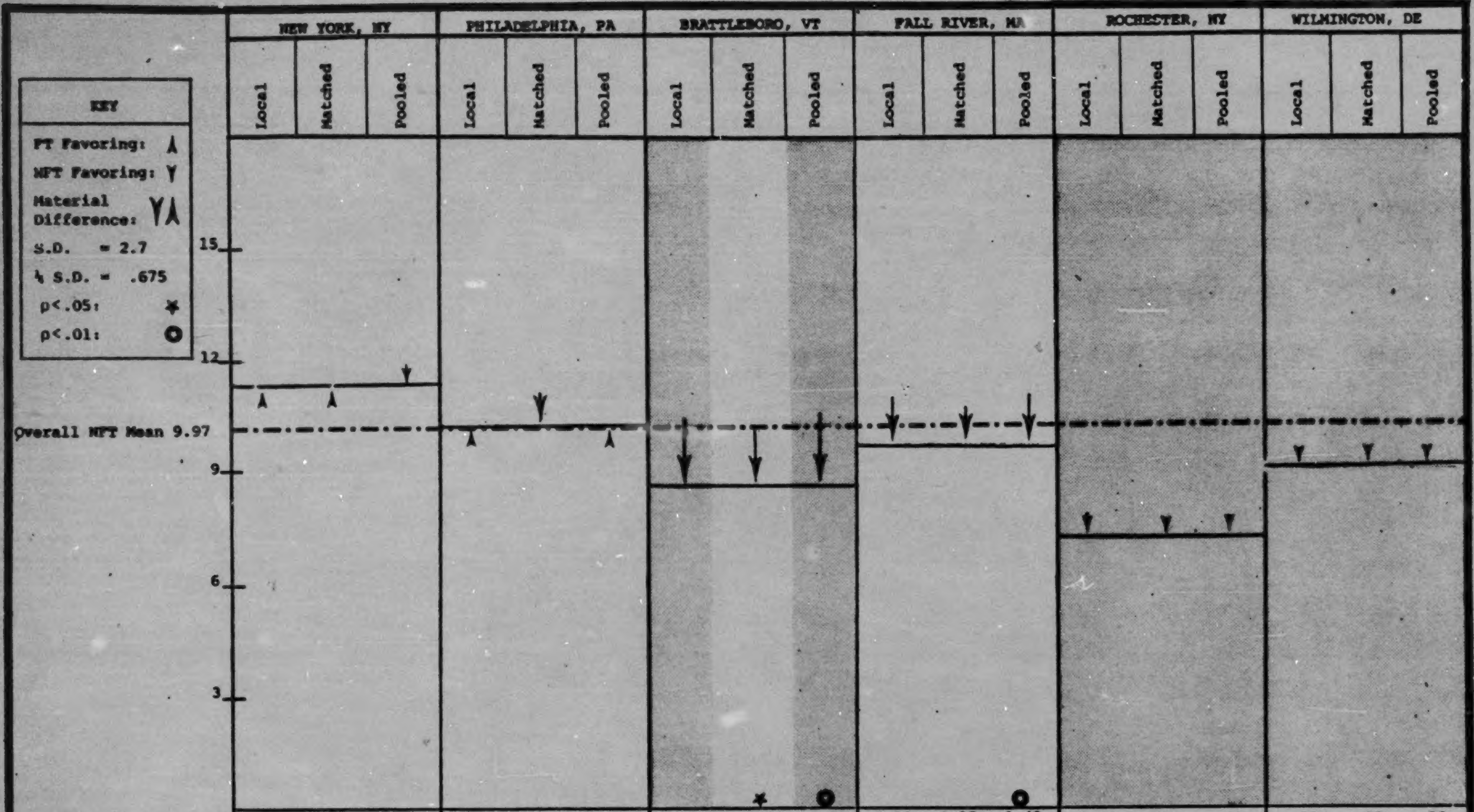
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	BRATTLEBORO, VT Local	BRATTLEBORO, VT Matched	BRATTLEBORO, VT Pooled	FALL RIVER, MA Local	FALL RIVER, MA Matched	FALL RIVER, MA Pooled	ROCHESTER, NY Local	ROCHESTER, NY Matched	ROCHESTER, NY Pooled	WILMINGTON, DE Local	WILMINGTON, DE Matched	WILMINGTON, DE Pooled
Magnitude of Effect	.23	.30	.07	.30	-1.17	.01	-1.28	.08	-1.34	-.36	-1.95	-.61	-.71	-.59	-.49	.32	-.89	.37
Standard Error	.54	.40	.24	.57	.75	.38	1.15	.69	.58	.85	1.67	.42	1.01	.78	.49	.56	.59	.32
FT Mean	16.15			14.85			15.90			15.46			14.35			14.62		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		
							PS FKW		FKW				PS	PS	PS FKW	PS	PS	PS

Table 7-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON IARS (-) FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.23	.42	-.09	.38	-.93	.55	-1.65	-1.57	-1.69	-1.23	-1.07	-1.40	-.09	-.63	-.01	-.16	-.38	-.16
Standard Error	.52	.42	.28	.57	.65	.32	1.12	.70	.60	.84	2.04	.51	.96	.73	.49	.55	.53	.28
FT Mean	11.14			10.20			8.60			9.44			8.42			9.12		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		
							PS FKW		FKW				PS	PS	PS FKW	PS	PS	PS

Table 7-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN BANK STREET MODEL

	MAT Norm Population	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE			SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
			Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading																								
Spring Third Grade Median	61	60.2	59.7		50.2	52.0	54.0	58.5	65.0	64.2	50.4	57.8	53.5	48.8	48.4		48.0	48.1	48.4	52.7	55.2		52.4	56.0
Percentile of Median	50	46.8	44.8		16.8	22.0	28.0	41.0	64.0	60.8	17.6	39.2	26.0	13.6	12.8		12.0	12.2	12.8	23.4	30.8		22.8	34.0
Grade Equivalent	3.5	3.4	3.4		2.5	2.6	2.8	3.2	3.9	3.8	2.5	3.2	2.8	2.4	2.3		2.3	2.3	2.3	2.7	2.9		2.6	3.0
Percent 1 Year or More Below Grade Level	20	9.7	24.9		53.7	48.4	35.1	25.0	11.1	10.1	51.3	23.7	38.9	69.2	60.0		72.5	64.5	58.5					
Total Mathematics																								
Spring Third Grade Median	70.5	71.5	67.1		57.7	58.0	62.2	64.5	68.0	71.3	60.3	64.5	59.5	57.8	56.0		51.1	55.2	55.8	42.3	42.9		57.7	59.3
Percentile of Median	50	54.0	38.2		13.4	14.0	23.6	30.0	40.0	53.2	18.6	30.0	17.0	13.6	11.0		6.1	10.2	10.8	1.0	1.2		13.4	16.6
Grade Equivalent	3.75	3.8	3.5		2.8	2.8	3.1	3.3	3.6	3.8	3.0	3.3	3.0	2.8	2.6		2.3	2.5	2.6	1.8	1.8		2.8	2.9
Percent 1 Year or More Below Grade Level	12	8.3	19.2		48.7	48.4	18.9	20.0	7.4	11.4	30.8	28.9	44.4	46.2	57.1		72.5	57.0	58.5					
Spelling																								
Spring Third Grade Median	64	61.1	66.4		55.2	58.3	58.8	57.5	69.8	67.7	56.2	70.0	63.5	45.5	51.0		49.7	49.9	49.8	54.2	60.9		56.4	60.0
Percentile of Median	50	40.4	58.8		23.6	33.2	35.2	31.0	67.6	62.8	26.8	68.9	49.0	8.5	16.0		13.7	13.9	13.8	22.2	39.8		27.6	38.0
Grade Equivalent	3.6	3.3	3.9		2.7	3.0	3.0	2.9	4.4	4.2	2.8	4.4	3.6	2.0	2.4		2.3	2.3	2.3	2.6	3.3		2.8	3.1
Percent 1 Year or More Below Grade Level	22	27.8	19.6		47.5	37.9	24.3	40.0	11.1	15.2	43.6	18.4	38.9	69.2	54.3		67.0	57.9	62.3					
BEST MATCH SITE		Local			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL							

Table 7-11

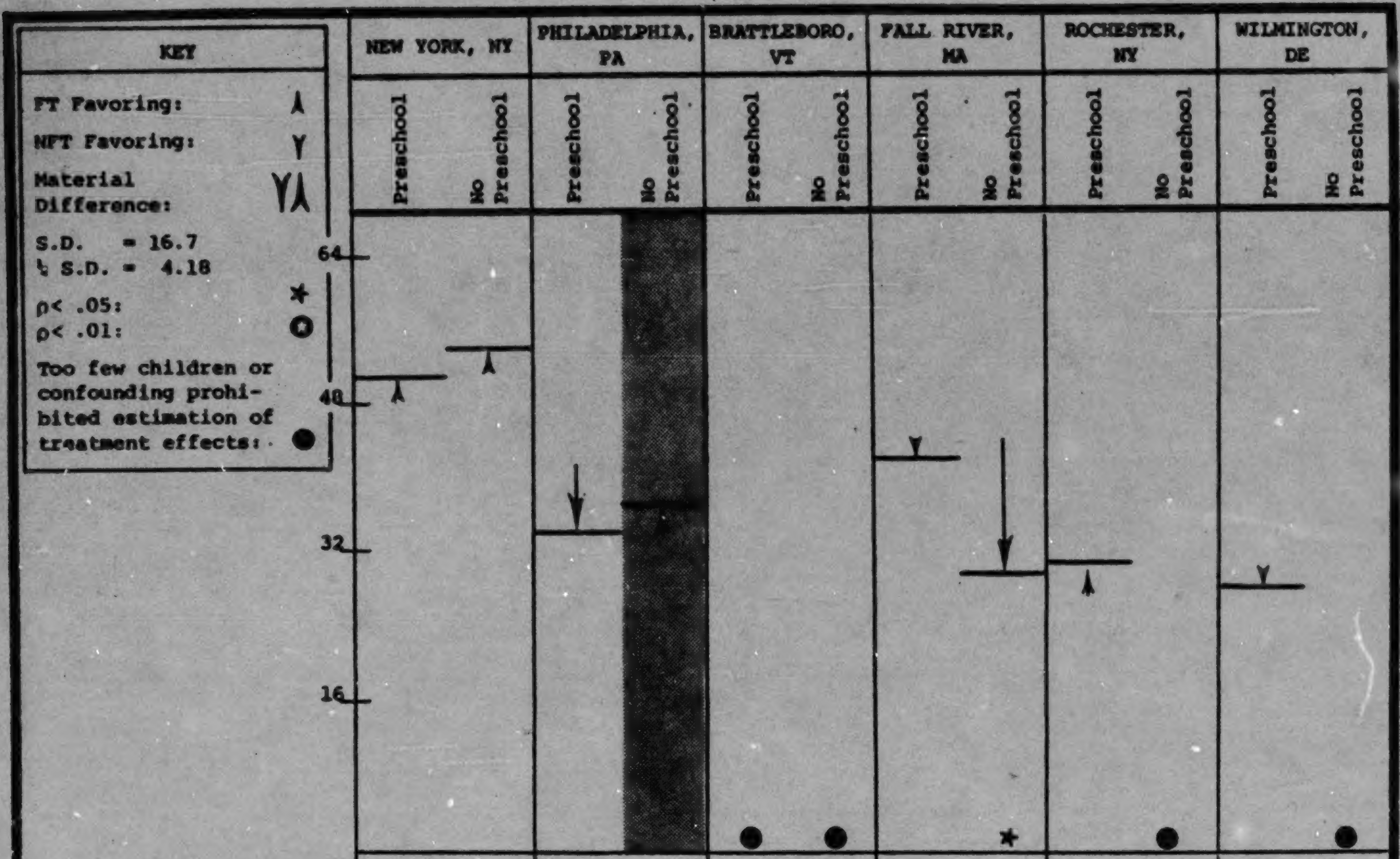
BACKGROUND VARIABLES AND OUTCOME MEASURES FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Preschool Information																		
Number	72	245		80	124	37	20	27	79	39	38	18	26	35		109	107	53
Percent 4+ Months	61	50		55	24	24	65	07	25	43	26	33	84	29		86	30	34
Percent None	28	08		20	28	24	20	86	67	49	65	28	16	37			35	
Percent 1-3 Months	08	09					10		05	03	03	28		20		02	07	
Percent No Information	02	33		25	48		05	07	03	05*	06	11		14		12	28	08
Fall Kindergarten WRAT																		
Preschool Mean	35.6	37.3		30.5	31.5	28.8	40.3	40.0	33.6	26.5	30.6	28.2	22.1	23.0		26.3	26.9	29.9
No Preschool Mean	29.8	25.4		19.7	25.5	30.9	28.3	30.0	34.6	22.2	26.0	29.3	17.0	15.9		21.9	25.3	24.4
*Other Mean**	21.8	29.9		19.0	25.1	21.4	39.7	56.0	30.6	31.0	13.5	26.2		22.0		36.0	23.5	32.5
Income																		
Preschool Mean	4959	5574		4907	5133	3357	6773	9500	6710	5294	7300	5166	5214	5400		3635	4542	3765
No Preschool Mean	5812	5028		5409	4929	5000	8000	8956	7169	6237	7600	4900	5750	5250			5892	4548
*Other Mean**	4167	5385				5470	7000		7625	6500	3500	7800		4500		3250	5166	
MAT Total Reading																		
Preschool Mean	51.7	51.3		34.1	41.1	46.4	53.3	61.0	54.5	42.5	48.3	34.5	31.9	31.6		29.9	30.5	31.5
No Preschool Mean	55.4	48.7		35.4	36.9	42.0	50.7	54.9	61.1	30.7	46.4	44.[illegible]	19.8	31.5			33.6	31.9
*Other Mean**	50.4	46.4		29.0	34.0	37.8	43.3	73.0	41.8	44.3	36.7	37.7		34.0		32.3	31.2	31.5
MAT Total Math																		
Preschool Mean	67.6	63.2		40.0	48.0	58.4	56.0	69.0	63.9	52.1	52.7	33.3	40.7	43.0		33.0	37.2	37.4
No Preschool Mean	64.8	57.8		38.5	46.1	47.8	55.2	55.8	67.8	39.8	52.4	43.2	39.8	39.9			38.0	51.3
*Other Mean**	64.6	54.3		38.1	39.6	44.6	45.7	89.5	44.2	62.7	51.7	42.0		30.7		33.3	38.9	35.8
BEST MATCH SITE	Local			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 7-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN BANK STREET MODEL

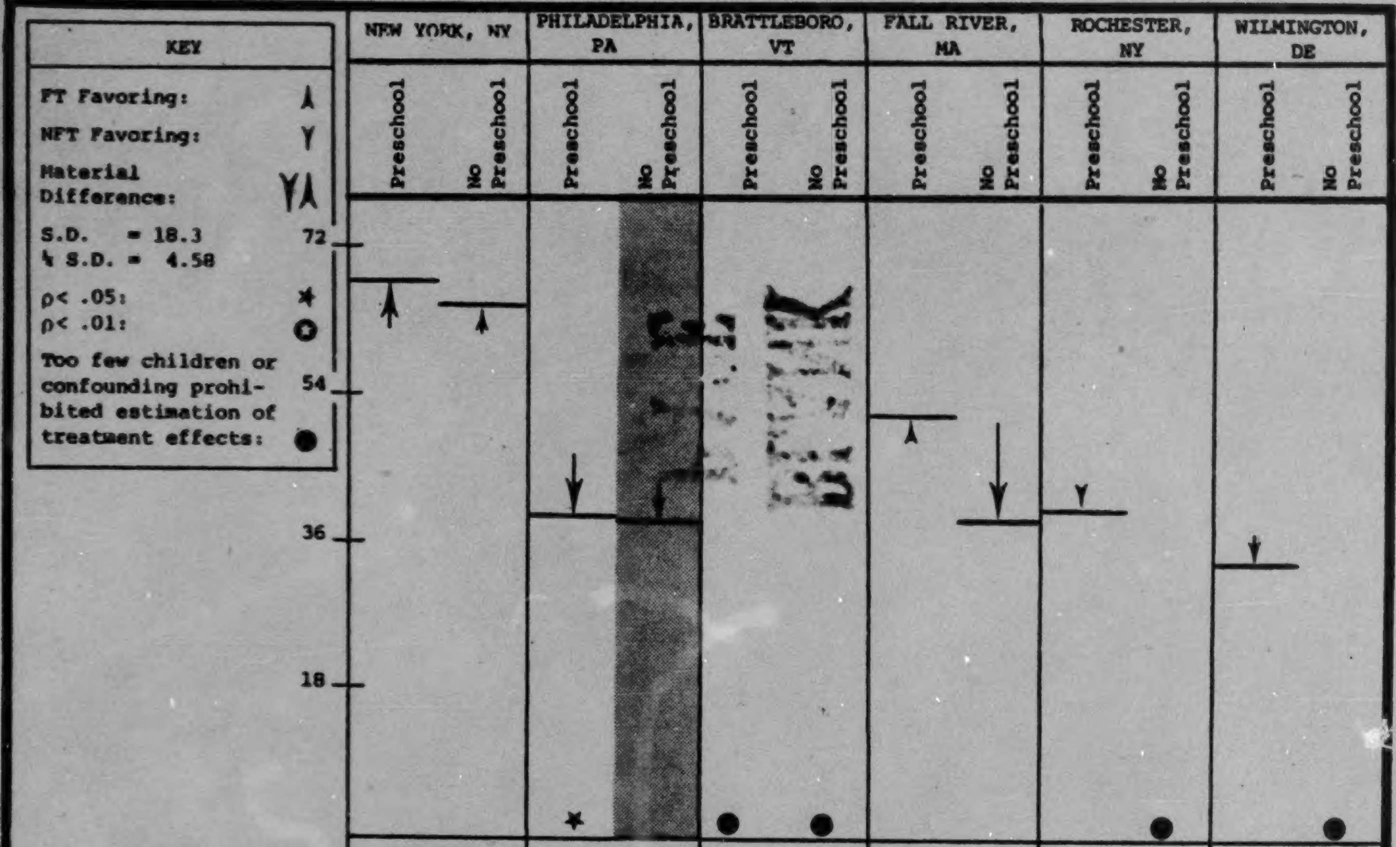


	NEW YORK, NY Preschool	NEW YORK, NY No Preschool	PHILADELPHIA, PA Preschool	PHILADELPHIA, PA No Preschool	BRATTLEBORO, VT Preschool	BRATTLEBORO, VT No Preschool	FALL RIVER, MA Preschool	FALL RIVER, MA No Preschool	ROCHESTER, NY Preschool	ROCHESTER, NY No Preschool	WILMINGTON, DE Preschool	WILMINGTON, DE No Preschool
Magnitude of Effect	.82	1.47	-6.69	1.60			-3.27	-14.27	1.04		-.08	
Standard Error	2.55	4.99	3.48	4.67			5.76	6.24	5.41		2.91	
FT Mean	51.66	55.40	34.11	35.38			42.53	30.68	31.91		29.88	
No. of FT Children	44	20	44	16	13	4	17	19	72	4	94	0
No. of non-FT Children	124	19	29	35	2	23	10	25	10	13	32	37

FKW

Table 7-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN BANK STREET MODEL



KEY

FT Favoring: ⅄

NFT Favoring: Y

Material Difference: Y⅄

S.D. = 18.3

¼ S.D. = 4.58

ρ< .05: *

ρ< .01: ○

Too few children or confounding prohibited estimation of treatment effects: ●

	NEW YORK, NY Preschool	NEW YORK, NY No Preschool	PHILADELPHIA, PA Preschool	PHILADELPHIA, PA No Preschool	BRATTLEBORO, VT Preschool	BRATTLEBORO, VT No Preschool	FALL RIVER, MA Preschool	FALL RIVER, MA No Preschool	ROCHESTER, NY Preschool	ROCHESTER, NY No Preschool	WILMINGTON, DE Preschool	WILMINGTON, DE No Preschool
Magnitude of Effect	4.94	2.60	-8.46	-4.18			2.75	-12.12	-1.33		-3.31	
Standard Error	2.96	5.58	4.05	5.23			6.71	6.97	6.29		3.38	
FT Mean	67.55	64.80	39.95	38.50			52.12	39.79	40.73		33.02	
No. of FT Children	44	20	44	16	13	4	17	19	22	4	94	0
No. of non-FT Children	124	19	29	35	2	23	10	25	10	13	32	37

FKW

CHAPTER EIGHT

DIRECT INSTRUCTION MODEL
University of Oregon College of Education

Overview

The DIM model is behaviorally oriented. The model is designed to accelerate learning of reading, math, and language through use of direct programmed instruction. The teachers' programmed questions and pupil responses are designed to increase the children's use of language and problem solving skills.

Five urban school districts are included in the analyses of this model. A summary of the FT-favoring effects (+) and NFT-favoring effects (-) for each site is located in Figure 8-1. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed. Figure 8-2 provides a summary of the grade equivalents and standardized scores for MAT subtests.

The DIM model has been relatively successful in attaining positive results in the academic skills of reading, math, and language. The results in Grand Rapids and Racine are not as favorable as the other DIM sites. FT children in all sites but Flint show more self-esteem than the pooled NFT group. The comparisons with the MAT norm sample also indicate that the FT children in the DIM sites are performing relatively well. In general, the DIM model has attained its stated goals in most sites.

Description of the Model

The DIM model has been part of the Follow Through program since 1970. Currently there are 19 sites: 10 rural and 9 urban. This model is behaviorally oriented and utilizes a tightly controlled instructional methodology

Figure 8-1

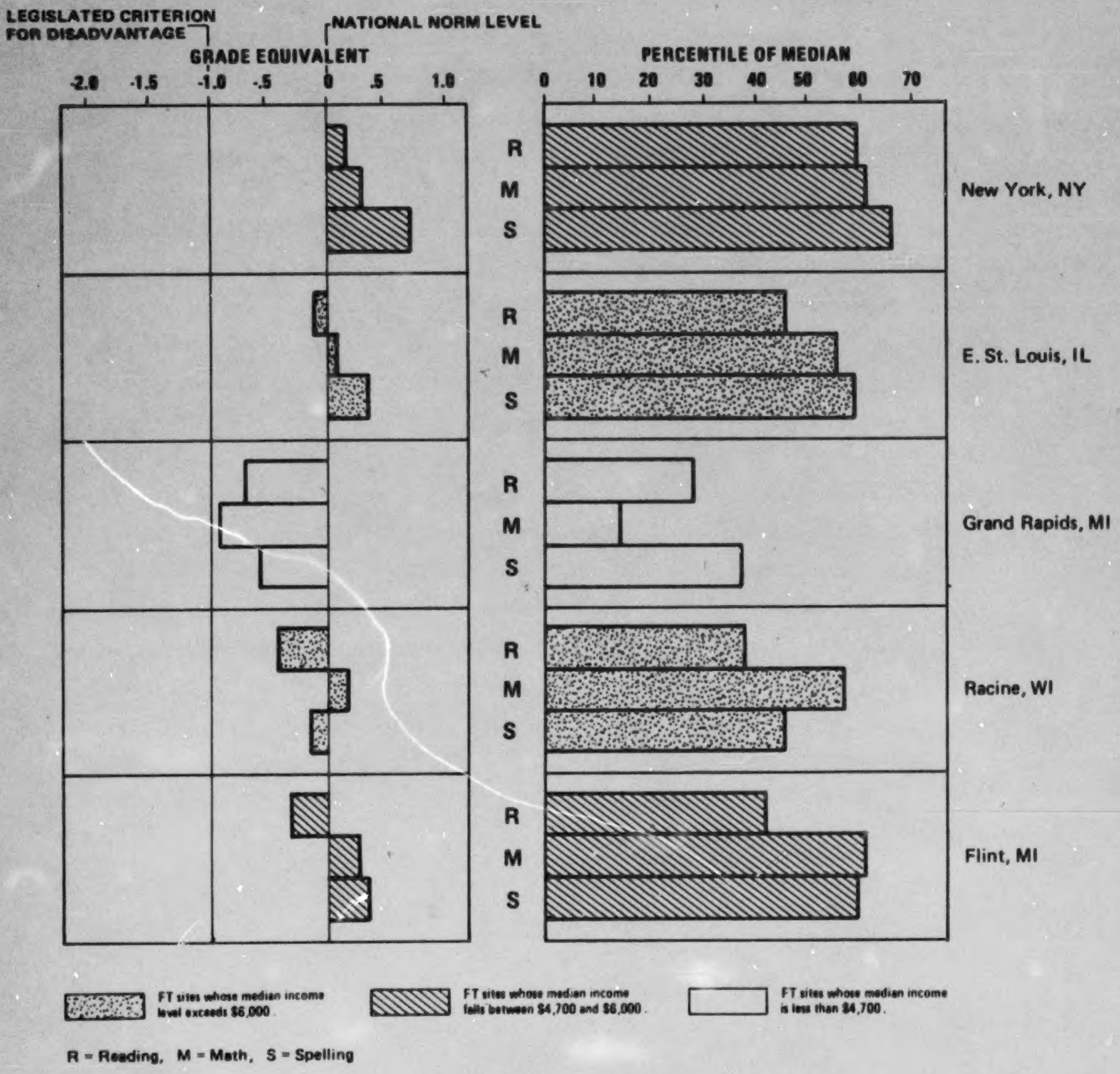
SUMMARY OF EFFECTS FOR DIRECT INSTRUCTION MODEL

	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading			+			+		+		-		-		+	
Total Math			+	+	+	+			-		+		+	+	+
Spelling			-			-		+	-	-		-		+	-
Language	+	+	+	+	+	+	+		-		+		+	+	+
Raven's					-	-		-	-	-		-		+	+
Coopersmith			+			+			+			+			
IARS (+)															
IARS (-)														+	
Word Knowledge						+		+		-		-		+	
Reading		+	+			+		+						+	+
Math Concepts				-	+	+			-		+		+	+	+
Math Computations			+	+	+	+					+		+	+	+
Math Problem Solving			+		+	+		-	-		+		+	+	+
Language Part A			+	+	+	+		+			+		+	+	+
Language Part B	+	+	+	+	+	+	-		-		+		+	+	+
	FKW	PS FKW	PS FKW	PS	PS	FKW	PS			FKW	PS				

and highly structured teaching materials. The aim is to accelerate the learning of disadvantaged children in reading, language, and arithmetic. Although the instruction is programmed, the emphasis is placed on the children's learning intelligent behavior rather than specific pieces of information by rote memorization. The DIM approach is operationalized by prescribing a fast moving series of programmed questons and answers. Teachers present specified questions to elicit a verbal student response. Proper responses are reinforced and wrong answers are corrected according to specified procedures. These questions, answers, and corrections procedures are contained in the Direct Instructional System in Arithmetic and Reading (DISTAR®) materials published by Science Research associates (SRA). Non-core subjects are generally introduced after mastery of basic skills, usually towards the end of third grade.

Figure 8-2

Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in DIM MODEL



DIM teachers are trained in the use of the DISTAR® published by SRA. Teaching techniques include the use of these programmed materials in reading, language, and math. For set periods of time, teachers use these programmed materials with small homogeneous groups of children in sound-controlled booths. The groups rotate by schedule. The students follow this group instruction with self-directed practice in workbooks. Planned homework assignments are also coordinated with the classroom lesson. The DIM goal for teachers is that they become proficient practitioners of the DIM techniques. Criterion-referenced tests administered to students at frequent and regular intervals provide information to the teachers on student progress. Video taping provides teachers with feedback about their own performances in the classroom.

Parents participate in the program in several capacities. Some are employed in each classroom on a permanent basis as teacher aides (two per classroom) and assistants. Others are employed as needed and trained to administer the criterion referenced pupil progress tests and operate the video tape equipment to film the teacher at work in the classroom. Still others are employed as family workers. In this latter capacity they acquaint parents with the DIM program, provide specially developed materials which parents can use at home to supplement classroom instruction, make available to those parents who so desire a sponsor-developed programmed course in child management, encourage participation in PAC meetings, and assist in training the classroom aides and assistants. Finally workers provide parents not directly involved in the school program with information about their child's progress and organize parents experiencing difficulties into problem-solving groups. In sum, this model is designed to help children achieve quantifiable objectives in the basic skills of reading, arithmetic, and language through the application of behaviorist principles to instructional methodologies and materials.

Description of the Learning Environment

As Figure 8-3 shows, the sponsor, generally speaking, has implemented a structured classroom learning environment as intended; however, there are notable site variations in the degree of classroom structure. New York and Flint have clearly implemented highly structured classroom learning environments, whereas East St. Louis and Racine are much less structured. All sites show a below average degree of individualization. Three sites, New York, Grand Rapids, and Flint are very high in degree of academic emphasis. This appears to indicate that the desired degree of academic emphasis has not been achieved in at least two of the sites, especially Racine. New York, Racine, and Grand Rapids teachers also show a

Figure 8-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHERS QUESTIONNAIRE CLUSTERS FOR DIM MODEL

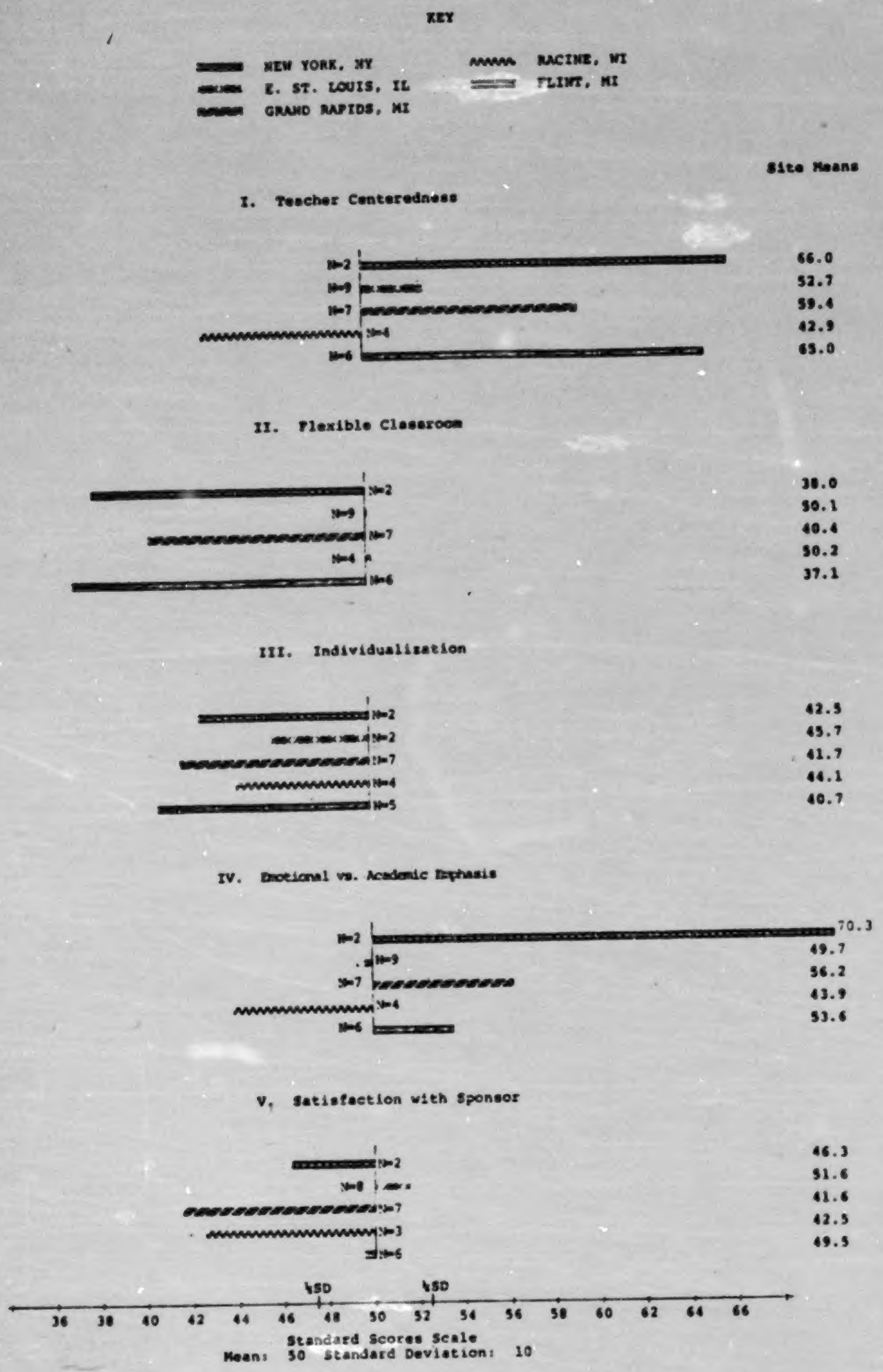
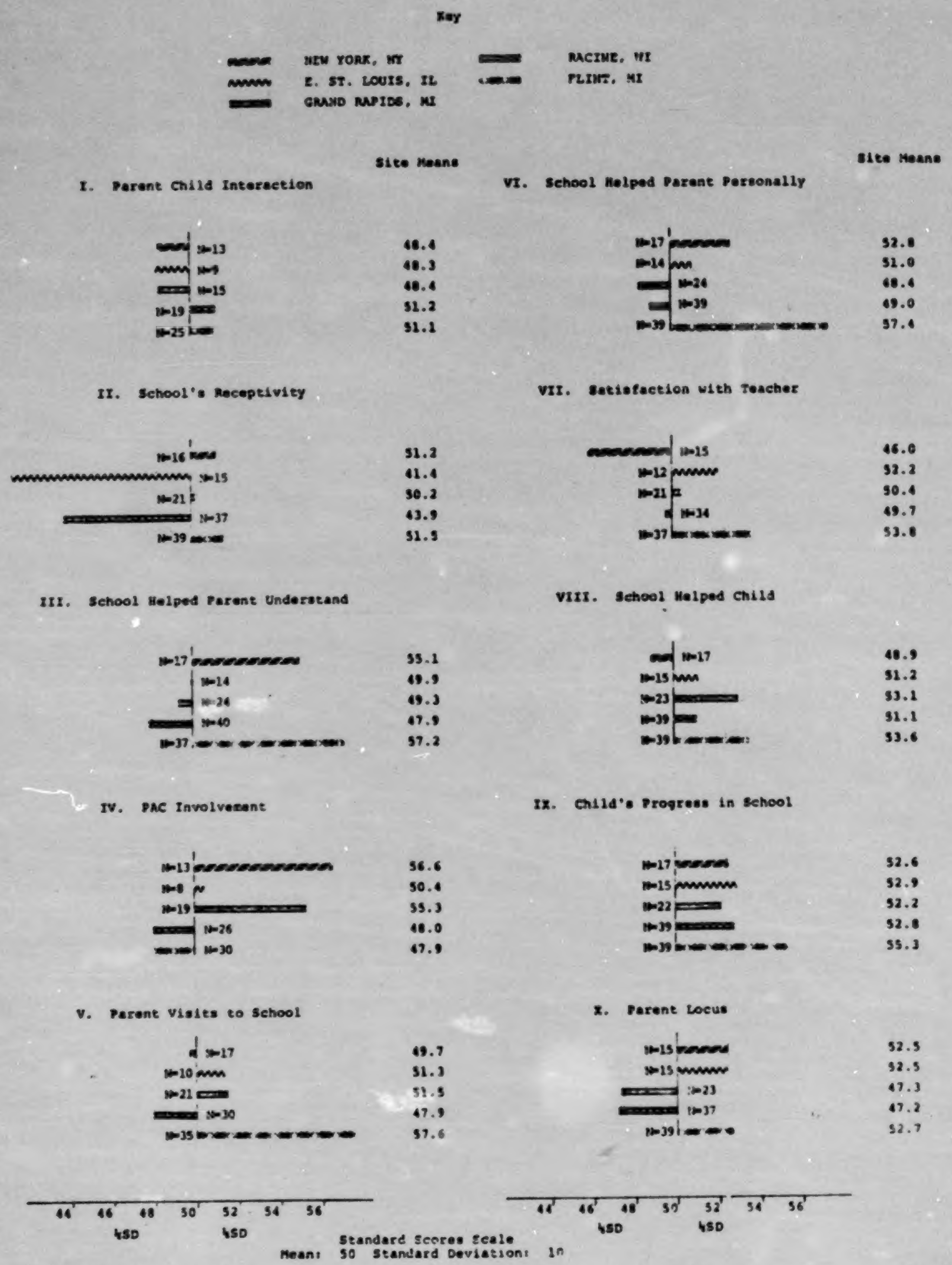


Figure 8-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM PARENT QUESTIONNAIRE FACTORS FOR DIM MODEL



notably low degree of satisfaction with the sponsor. In summary, it appears that this model is fairly well implemented except for the Racine site, which clearly departs from the sponsor's intention.

As Figure 8-4 shows, the DIM sites vary on one of the optimal parent factors (I and II), i.e., East St. Louis and Racine are below average on perceived school receptivity. On the basic parent involvement factors (III-IV) there is also variation. The lowest degree of parental involvement is shown by Racine and the highest by Flint and New York. Exceptionally low levels of school receptivity are shown by East St. Louis and Racine. East St. Louis and Flint appear to have the highest levels of parent satisfaction with the sponsor (factors VII - IX). With the exception of Grand Rapids and Racine, DIM parents report they feel control over their environment. In general, the DIM parents show considerable variability in their reactions to the model. Additional information about the teacher and parent samples is contained in Appendix Tables A8-2, A8-4, and A8-5.

Characteristics of the Sample

While there is considerable variability among the sites overall, as shown in Table 8-1, the FT and NFT groups participating in the DIM program closely resemble each other in terms of all entry characteristics except that a much larger percentage of FT children have attended preschool. Compared with children in other programs in the Follow Through project, children in both the FT and NFT gorups of the DIM program score higher at pretest and are more likely to be Black. In addition, DIM NFT children come from families with higher than average incomes, while DIM FT children come from families with lower than average incomes.

Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 8-2 through 8-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 8-6 through 8-9);
- standardized scores for MAT subtests (Table 8-10);
- effects for the preschool analyses (Tables 8-12 and 8-13).

Table 8-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN DIM MODEL

	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match			
Children in Analytic Sample																					
Number	31	245	21	56	21		103	52	53	62	38	27	77	42	66						
Fall Kindergarten WRAT																					
Mean Score	44.6	33.3	39.3	37.9	39.3		25.3	23.6	25.2	27.8	35.9	26.6	30.3	32.0	28.3	33.2	32.8		29.8	29.6	
Percent with Preschool	100	88	0	100	0		95	35	37	83	54	25	66	60	68	89	47		81	49	9
Number Responding	31	163	5	46	5		87	34	49	60	33	20	65	42	40						
Children's Ethnicity																					
Percent Black	94	78	100	100	100		89	76	100	63	66	59	92	81	92	88	80		70	57	11
Percent White	0	0	0	0	0		9	18	0	32	24	22	6	17	0	9	12		19	34	87
Percent Other	6	22	0	0	0		2	6	0	5	10	18	1	2	8	3	8		11	10	2
Family Income in Median Dollars	5000	5250	3500	6000	3500		3750	5625	3500	6250	5917	5250	5000	6250	4813	5200	5308		4733	5964	9590
Number Responding	26	92	5	13	5		26	31	46	42	28	20	54	40	35						
Mother's Education																					
Percent High School Graduates	73	57	20	50	20		52	39	44	41	43	72	41	38	43	51	39		46	46	51
Number Responding	26	91	5	14	5		25	31	45	39	28	18	54	39	35						
Female Heads of Household																					
Percent	30	41	80	50	80		67	33	33	33	36	30	57	27	46	47	43		42	34	9
Teachers																					
Number	2	22	2	9	2		7	21	22	4	6	15	6	1	8						
Teacher Education																					
Percent B.A. or Less	0	9	0	11	0		43	29	59	0	67	14	0	100	12	11	41		34	45	
Percent More than B.A.	0	36	50	67	50		43	43	27	100	17	53	67	0	62	55	29		42	34	
Percent More than M.A.	100	54	50	22	50		14	29	14	0	17	33	33	0	25	34	30		24	21	
Teaching Experiance *Total Years*	5.0	9.0	11.0	12.4	11.0		4.6	8.7	9.5	4.0	5.2	18.3	8.3	12.0	11.2	6.9	9.2		8.3	10.9	
BEST MATCH SITE	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA								

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

- effects on the MAT partial subtests (Tables A8-6 through A8-12);
- attrition (Table A8-13);
- ethnic distribution (Table A8-16);
- background variables for Cohort III analyses (Table A8-17).
- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A8-18 through A8-20);
- standardized scores for MAT subtests for Cohort III (Table A8-21);
- teacher questionnaire cluster variables for Cohort III (Table A8-1);
- teacher background characteristics for Cohort III (Table A8-2).

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A8-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A8-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A8-14 and A8-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A8-15 and A8-23);
- ethnic distribution for Cohort III (Table A8-24).

New York, NY

The FT and local NFT groups in New York are typical of the sponsor as a whole in terms of income and ethnicity; however, the FT group has a much higher than sponsor average pretest mean. The two groups closely resemble each other in terms of most entry characteristics with the exception of a large FT-favoring difference in pretest level. The best matched site for New York is East St. Louis, IL, whose NFT group is similar to the New York FT in ethnic composition and which has a relatively high pretest score.

All NFT comparisons have been greyed for this site and are not discussed here.

When compared with children in the MAT norm group FT students perform above grade level in Total Reading, Total Math, and Spelling. Fewer than 10 percent of the FT students score one or more years below grade level on any measure. Neither the local nor the matched FT group scores above grade level on these measures.

East St. Louis, IL

The Ft and local NFT groups in East St. Louis are atypical of DIM sites as a whole in that they both have higher than sponsor average pretest scores. On the other hand, both groups are composed entirely of Black students--a sponsor characteristic. The FT group is close to sponsor-average on other background characteristics however the number of NFT children with available information is too small to draw any conclusions. The best matched site for East St. Louis is its own local NFT.

All NFT comparisons for this site have been greyed and are not discussed here.

When compared with the MAT norm group, FT children score at grade level in Total Reading, Total Math, and Spelling. This performance places them at a higher level than local NFT children who score about one-half year below grade level in each subject.

Grand Rapids, MI

The FT and local NFT groups in Grand Rapids are typical of the sponsor as a whole in terms of ethnic composition, however, both groups score lower than sponsor average on the pretests, and the FT group has a lower than average income. The two groups closely resemble each other except with respect to the previously mentioned income characteristic, and preschool experience, where the FT group contains a larger percentage of children who had preschool experience. The best matched group for this site is Jacksonville, FL, which is similar to the Grand Rapids FT group except in terms of preschool experience which FT children were more likely to have had.

The FT/local NFT comparison has been greyed; discussed here are FT/matched and FT/pooled NFT comparisons.

At the end of third grade FT children in Grand Rapids, although they did not receive the reading program or other services during their last year, outperform students in the matched NFT on Total Reading and Spelling. On the other hand negative effects are observed in the FT/pooled NFT comparison on Total Math, Spelling, Language, and the Raven's. In the affective area positive effects are observed in the FT/pooled NFT comparison on the Coopersmith.

When compared with the MAT norm group, both the FT and local NFT children score below grade level in all subjects.

Racine, WI

The FT and local NFT groups in Racine are typical of the sponsor as a whole on all background characteristics except pretest, on which FT children score lower than sponsor average. The two groups closely resemble each other except for, again, pretest, on which the local NFT outscores FT students. The best matched group for this site is Wichita, KS, which is similar to the Racine FT group on all entry characteristics except preschool experience (FT students were more likely to attend) and mothers education (FT mothers were less likely to be high school graduates).

The FT/local and FT/matched NFT comparisons have been greyed in this site; here we discuss only the FT/pooled NFT comparison.

At the end of third grade, NFT-favoring effects are observed in the FT/pooled comparison on Total Reading, Spelling and the Raven's. In the affective area positive effects are observed in the FT/pooled NFT comparison on the Coopersmith.

When compared with the MAT norm group, FT students in Racine perform close to grade level, while NFT children perform above grade level in all subjects.

An FT/local NFT comparison of children who attended preschool yields negative effects in Total Reading. That is, NFT children who attended preschool outperform FT children who attended preschool. However, a comparison of FT and local NFT children who did not attend preschool shows both groups performing at similar levels.

Flint, MI

The FT and local NFT groups in Flint are typical of the sponsor as a whole on all background characteristics. In addition, the two groups closely resemble each other with the exception that FT families are more likely to be headed by a female than NFT families. The best matched group for this site is Los Angeles, CA, which is similar to the Flint FT group on all entry characteristics.

At the end of the third grade, FT-favoring effects are observed in all comparisons on Total Math and Language, and in the FT/matched and FT/pooled NFT comparison on the Raven's. Additional positive effects are observed in the FT/matched NFT comparison on Total Reading and Spelling. However, a negative effect is observed in the FT/pooled NFT comparison in Spelling. In the affective area a positive effect is observed in the FT/matched NFT comparison on the IARS (-).

When compared with the MAT norm group, FT students in Flint score at about grade level in all subjects, while NFT students score at grade level in Total Reading, above grade level in Spelling, and below grade level in Total Math.

A study of children who attended preschool is consistent with overall results. FT children who had preschool experience outperform NFT children who attended preschool in Total Math, but not in Total Reading. Results for children who did not attend preschool are not available.

Cohort III Effects to Date

Three of the DIM sites are found in both Cohort II and Cohort III. The results for the two cohorts are in general favorable: the children in the DIM program perform as well as or better than comparison children, and their scores are at or slightly below grade level. In Providence, RI, the fourth site in Cohort III, children likewise exceeded the comparisons. This cross cohort consistency adds to our confidence in the general effectiveness of the DIM model.

Summary

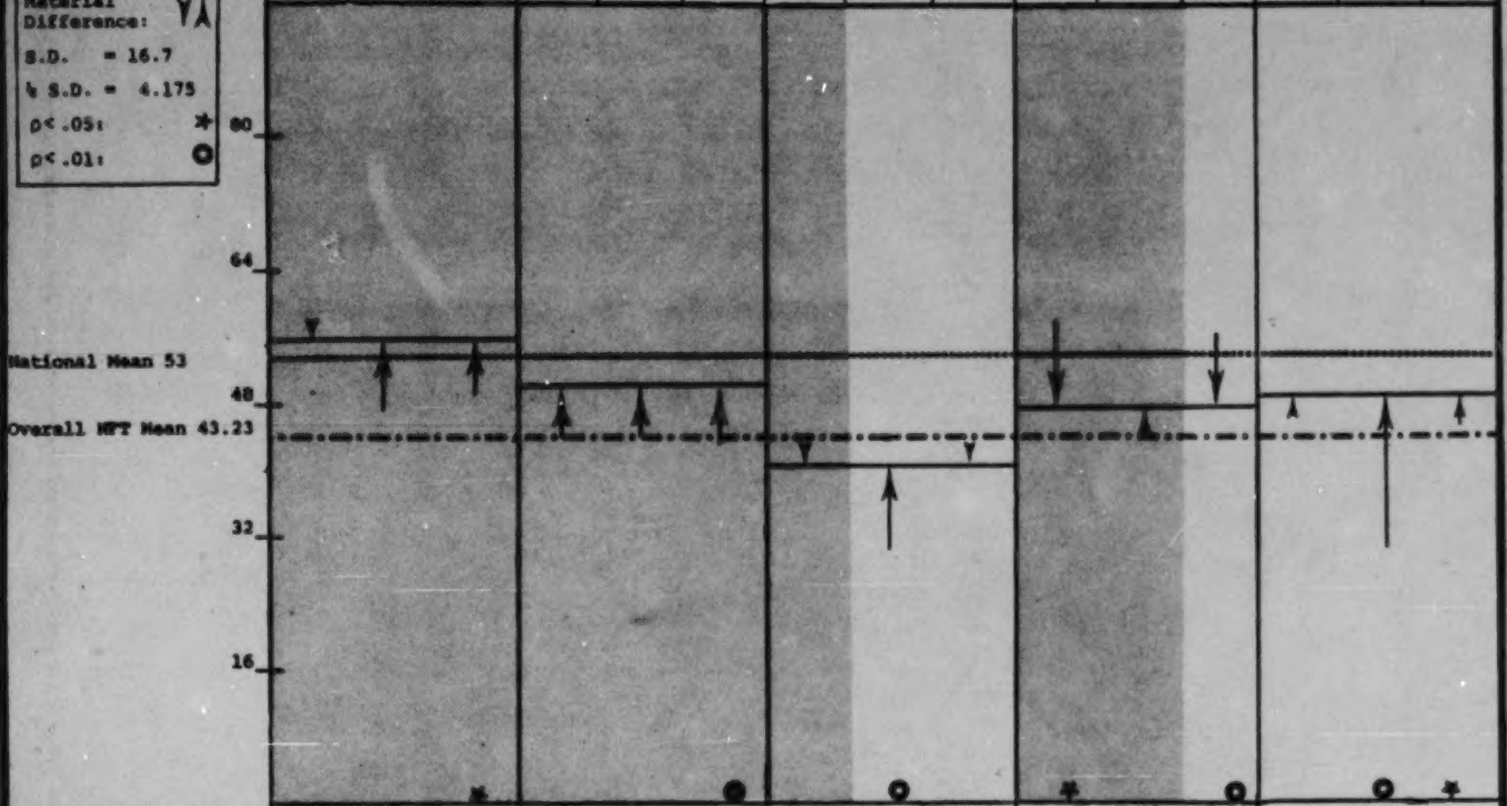
The DIM model is specific in stating that children participating in the FT program are expected to, on the average, perform at the same level as their middle-class peers by the end of third grade. This goal has largely been achieved with the Cohort II children. When all DIM sites are grouped and compared with the MAT norms, students on the average are performing at grade level in Reading, Math and Spelling. When Grand Rapids, which appears to be an outlier, is dropped from the total, the average performance of the other sites is at or above grade level in each subject. In sum, the DIM program is generally effective in raising the achievement of FT children to a level comparable with national norms. Similarly, the Cohort III effects to date also appear favorable.

Table 8-2

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN DIM MODEL

KEY

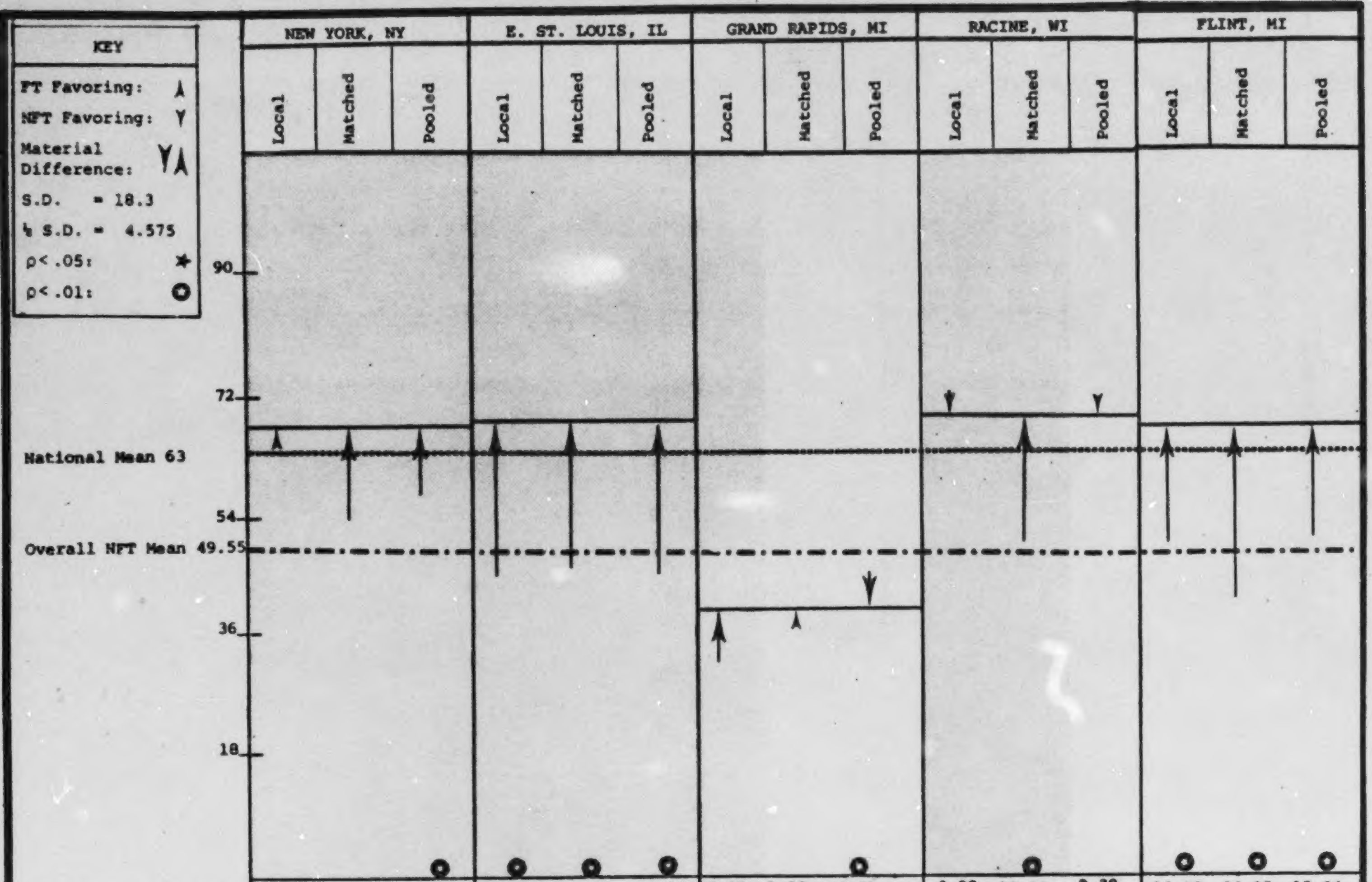
FT Favoring:	⋏
NFT Favoring:	⋎
Material Difference:	⋎⋏
S.D.	= 16.7
½ S.D.	= 4.175
ρ< .05:	*
ρ< .01:	○



	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.17	8.93	6.35	5.57	4.88	6.60	-3.84	8.79	-1.63	-10.47	2.46	-8.59	2.56	18.10	3.90
Standard Error	4.19	4.61	2.35	7.65	3.72	1.96	3.88	2.98	1.37	4.59	3.69	1.58	4.10	2.20	1.54
FT Mean	55.65			49.20			39.93			47.47			48.65		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table 8-3

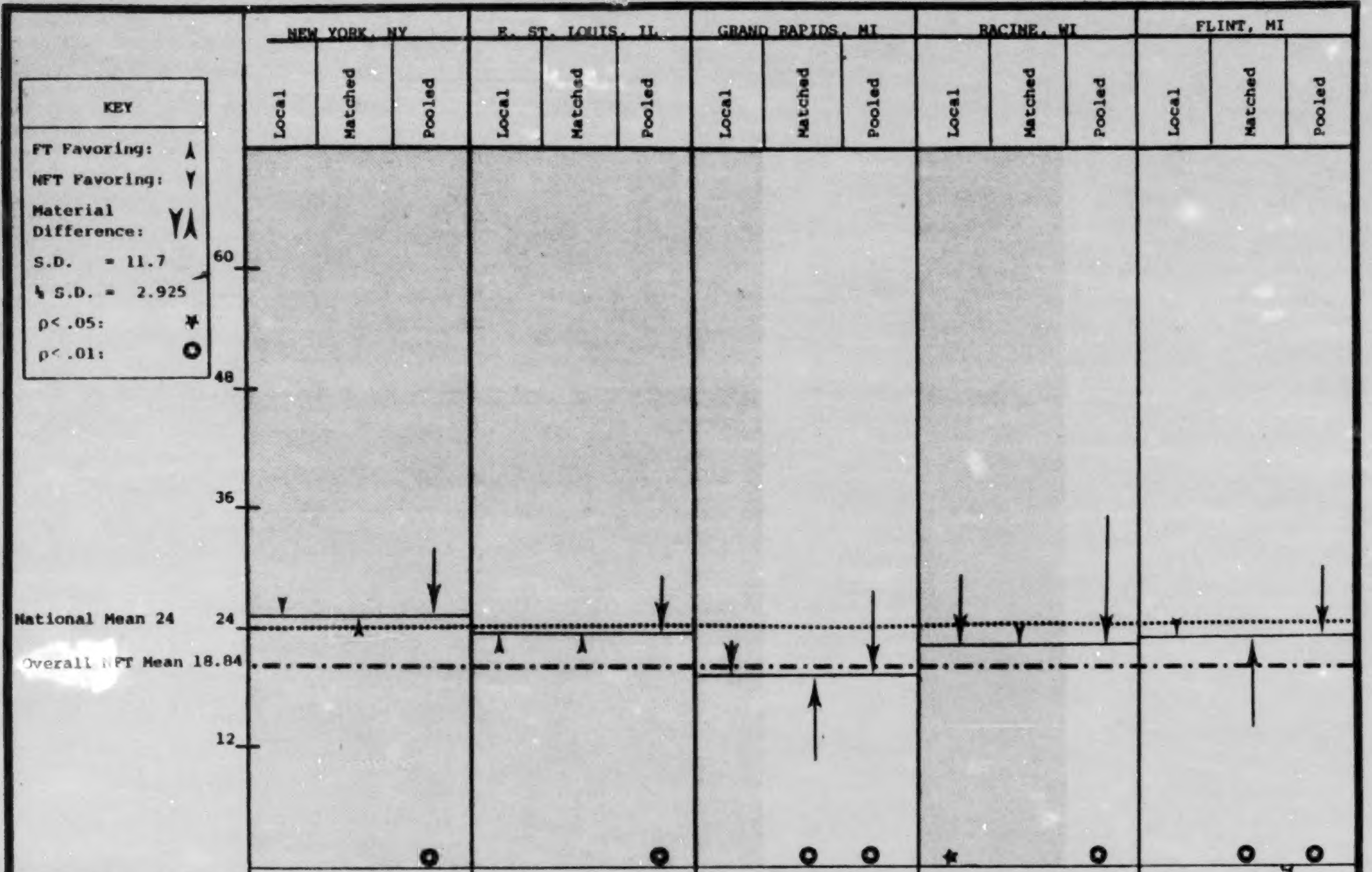
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.72	13.28	10.67	22.67	21.60	22.04	7.09	1.90	-5.31	-3.28	18.14	-2.38	16.03	26.95	15.04
Standard Error	4.99	7.75	3.32	5.56	4.80	2.12	4.63	3.29	1.56	5.47	3.98	1.83	4.89	2.37	1.68
FT Mean	67.10			68.20			42.53			68.77			66.26		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table 8-4

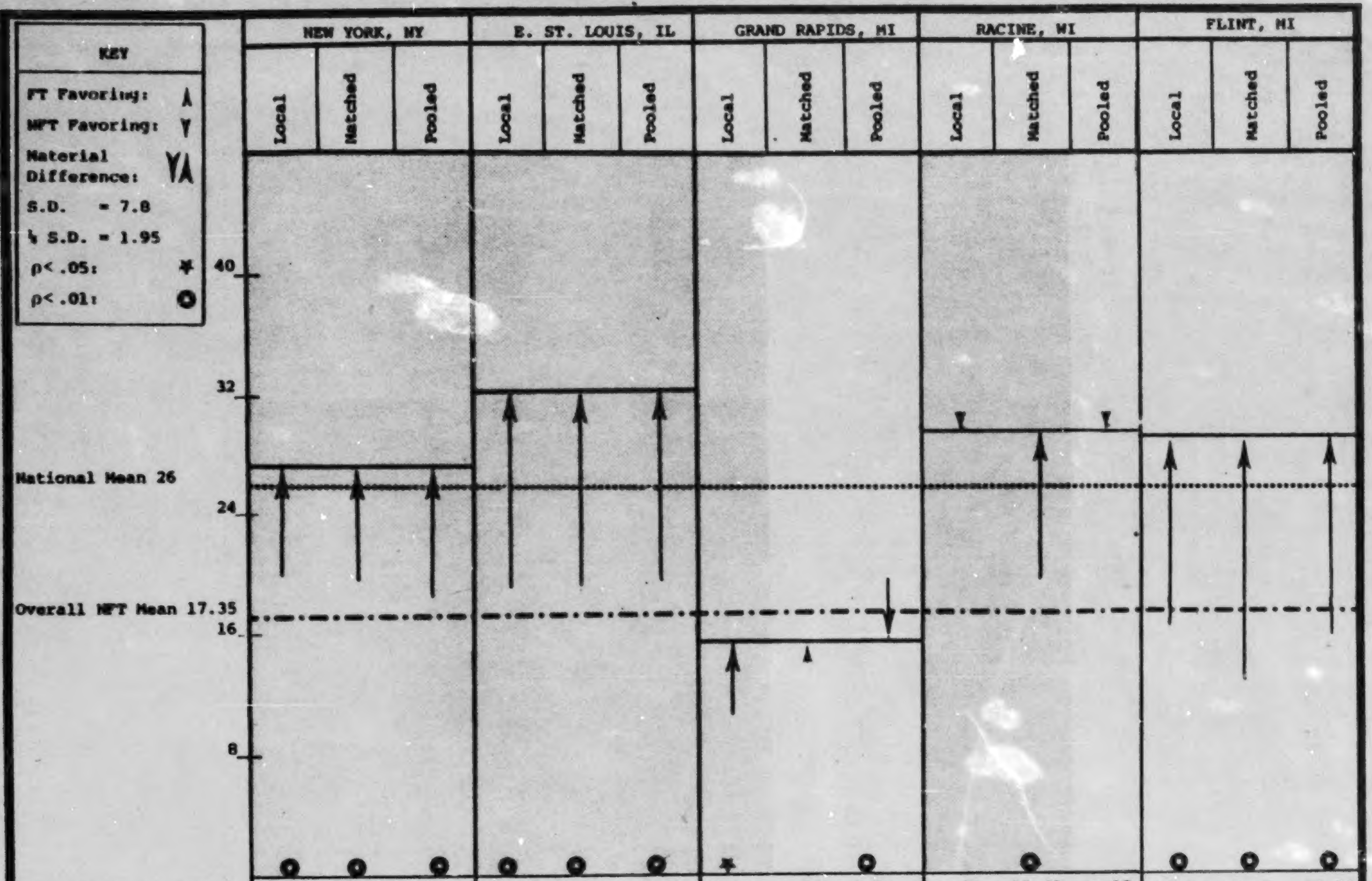
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-1.73	.10	-7.96	2.20	2.22	-5.05	-3.60	8.93	-8.80	-7.94	-1.16	-13.60	-.23	9.47	-7.13
Standard Error	2.91	3.51	1.75	3.24	2.68	1.39	2.70	2.14	1.06	3.19	2.71	1.35	2.85	1.72	1.04
FT Mean	25.74			23.21			17.25			21.03			22.70		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table 8-5

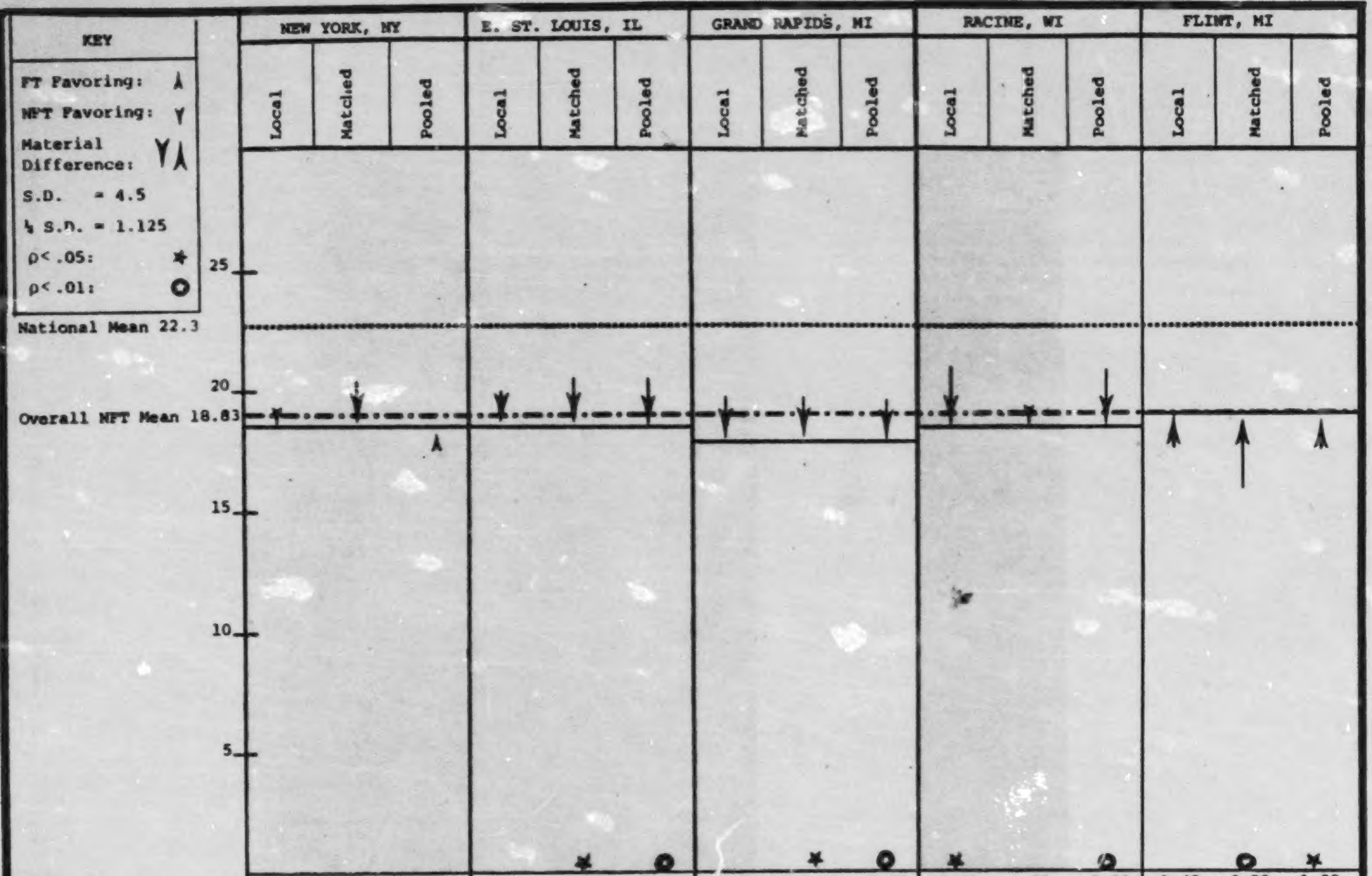
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	⊙	⊙	⊙	⊙	⊙	⊙	*		⊙		⊙		⊙	⊙	⊙
Magnitude of Effect	7.12	7.43	8.62	13.20	13.07	12.83	4.61	1.53	-3.72	-.20	11.48	-.19	13.19	16.61	12.84
Standard Error	1.99	2.37	1.35	2.39	2.04	1.11	1.84	1.23	.54	2.20	2.19	1.14	2.04	1.18	.88
FT Mean	27.68			32.05			15.49			30.89			29.61		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table 8-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
					*	○		*	○	*		○		○	*
Magnitude of Effect	-.77	-2.9	.95	-1.86	-2.19	-2.16	-1.95	-2.16	-1.77	-2.80	-.36	-2.83	1.48	3.52	1.29
Standard Error	1.18	1.54	.70	1.32	1.09	.54	1.10	.95	.41	1.29	1.18	.58	1.16	.82	.54
FT Mean	18.29			18.13			16.95			18.18			18.69		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

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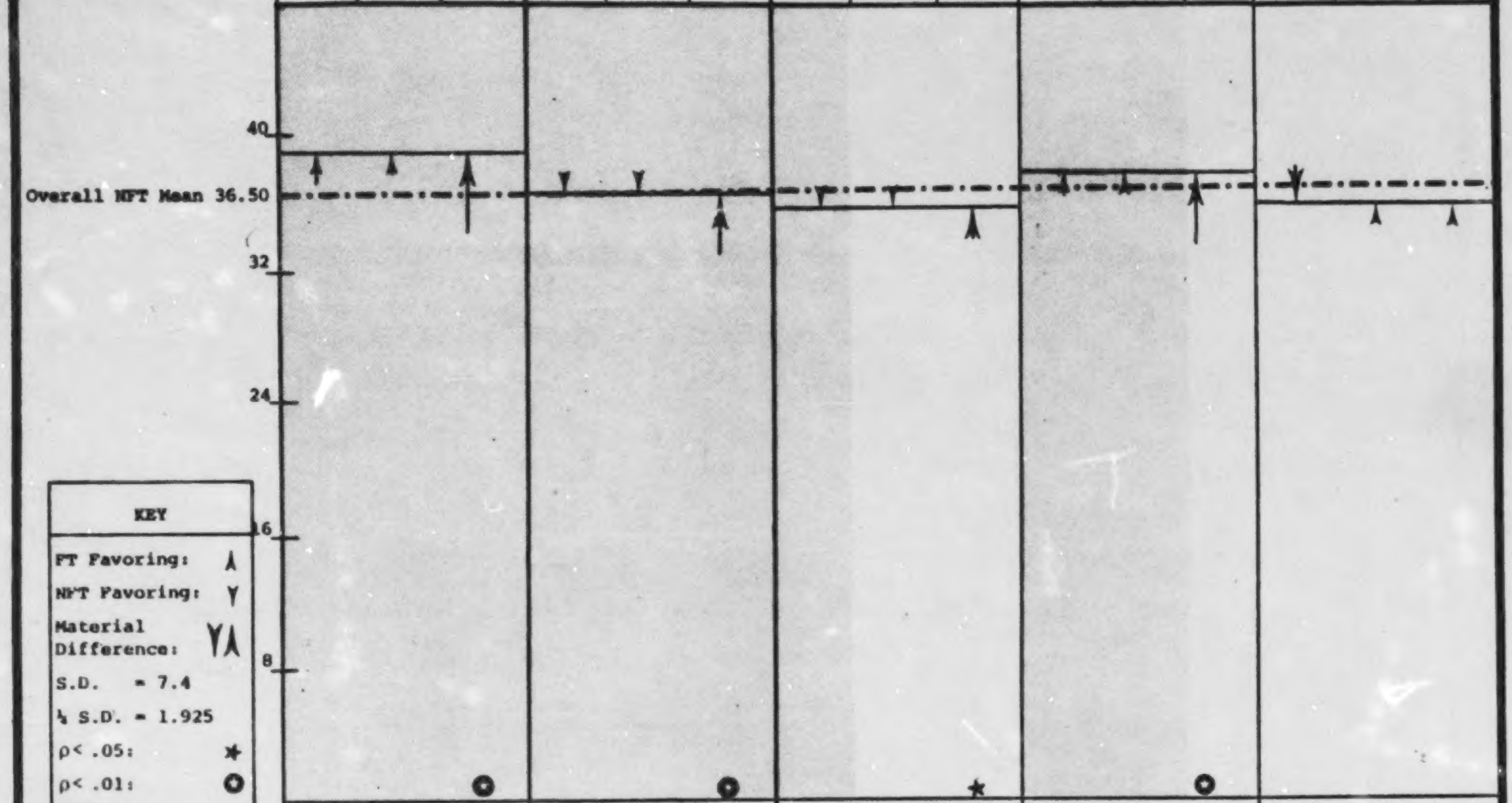
Table 8-7

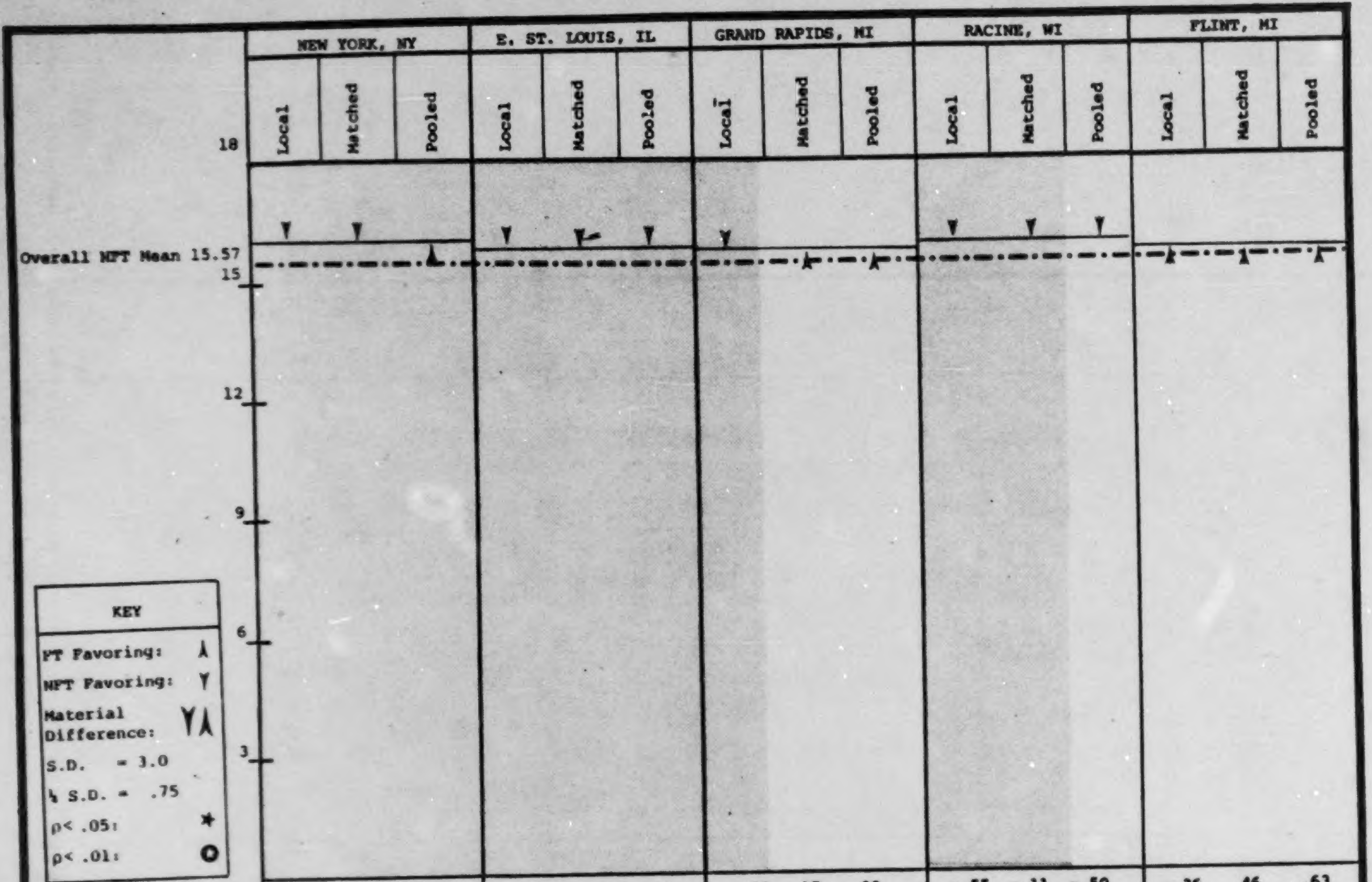
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.90	.07	4.84	-.61	-.48	3.42	-1.60	-.10	1.93	.06	.98	4.16	-1.99	.31	1.52
Standard Error	2.00	2.35	1.06	2.22	2.13	1.14	1.85	1.40	.72	2.19	1.84	.90	1.95	1.45	.87
FT Mean	38.94			36.50			35.48			37.66			35.64		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table 8-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN DIM MODEL

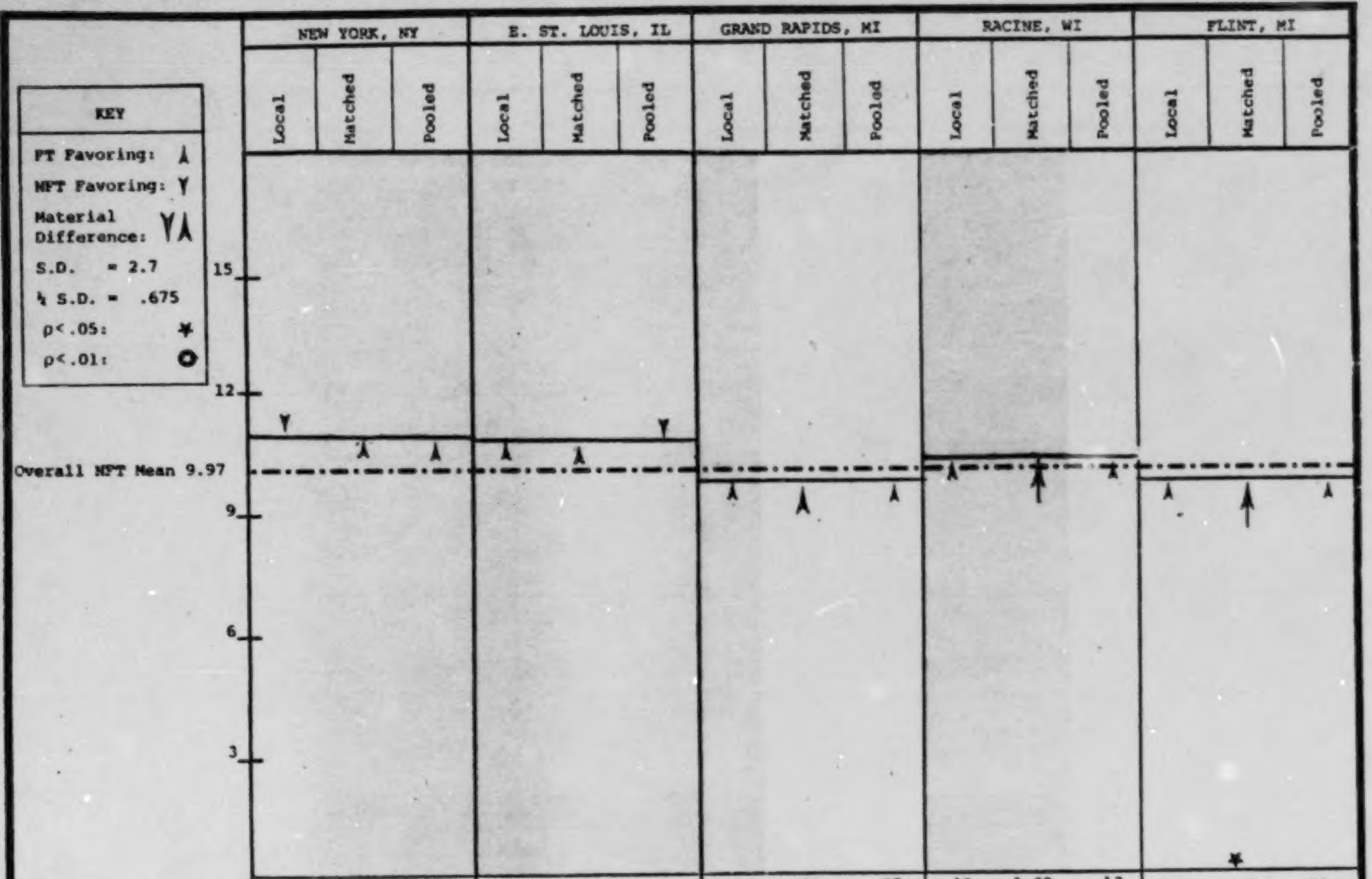


	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.06	-.04	.39	-.74	-.69	-.45	-.11	.17	.38	-.55	-.11	-.50	.36	.46	.63
Standard Error	.76	1.14	.53	.84	.75	.37	.70	.53	.21	.83	.50	.27	.75	.49	.34
FT Mean	16.07			15.84			15.80			15.87			15.58		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		

FKW FKW FKW PS PS FKW PS FKW PS
PS PS

Table 8-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (-) FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	E. ST. LOUIS, IL Local	E. ST. LOUIS, IL Matched	E. ST. LOUIS, IL Pooled	GRAND RAPIDS, MI Local	GRAND RAPIDS, MI Matched	GRAND RAPIDS, MI Pooled	RACINE, WI Local	RACINE, WI Matched	RACINE, WI Pooled	FLINT, MI Local	FLINT, MI Matched	FLINT, MI Pooled
Magnitude of Effect	-.17	.12	.19	.04	.33	-.11	.03	.80	.25	.12	1.30	.13	.12	1.26	.13
Standard Error	.79	1.23	.69	.87	.68	.34	.73	.57	.26	.86	.73	.37	.77	.48	.33
FT Mean	10.94			10.71			9.85			10.42			9.92		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table 8-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN DIM MODEL

	MAT Norm Population	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI			SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
			Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading																					
Spring Third Grade Median	61	63.3	59.7	55.0	59.7	55.0		54.1	56.5	46.4	57.2	65.5	58.8	58.4	59.2	47.7	58.5	59.2		52.4	56.0
Percentile of Median	50	58.4	44.8	30.0	44.8	30.0		28.2	35.0	12.8	36.8	65.0	41.6	40.8	42.8	11.4	41	42.8		22.8	34.0
Grade Equivalent	3.5	3.7	3.4	2.9	3.4	2.9		2.8	3.0	2.3	3.1	4.0	3.3	3.2	3.3	2.3	3.2	3.3		2.6	3.0
Percent 1 Year or More Below Grade Level	20	9.7	24.9	33.3	17.9	33.3		39.8	28.8	58.5	21.0	7.9	25.9	16.9	23.8	75.8					
Total Mathematics																					
Spring Third Grade Median	70.5	73.0	67.1	61.0	71.5	61.0		58.3	61.5	55.8	72.0	77.2	62.0	73.0	65.0	55.5	69.6	66.4		57.7	59.3
Percentile of Median	50	60.0	38.2	20.0	54.0	20.0		14.6	22.0	10.8	56.0	70.4	23.0	60.0	32.0	10.5	46.4	35.6		13.4	16.6
Grade Equivalent	3.75	4.0	3.5	3.0	3.8	3.0		2.8	3.1	2.6	3.9	4.4	3.1	4.0	3.3	2.6	3.7	3.4		2.8	2.9
Percent 1 Year or More Below Grade Level	12	9.7	19.2	38.1	1.8	38.1		43.7	32.7	58.5	4.8	2.6	33.3	10.4	16.7	56.1					
Spelling																					
Spring Third Grade Median	64	69.0	66.4	58.2	65.8	58.2		59.0	62.5	49.8	62.0	73.5	63.0	66.1	68.0	50.5	64.4	65.7		56.4	60.0
Percentile of Median	50	66.0	58.8	32.8	57.2	32.8		36.0	46.0	13.8	44.0	79.0	48.0	58.2	64.0	15.0	51.6	56.8		27.6	38.0
Grade Equivalent	3.6	4.3	3.9	3.0	3.9	3.0		3.0	3.4	2.3	3.4	4.8	3.5	3.9	4.2	2.4	3.6	3.9		2.8	3.1
Percent 1 Year or More Below Grade Level	22	6.5	19.6	19.0	21.4	19.0		33.0	26.9	62.3	22.6	2.6	25.9	19.5	21.4	60.6					
BEST MATCH SITE		E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA							

Table 8-11

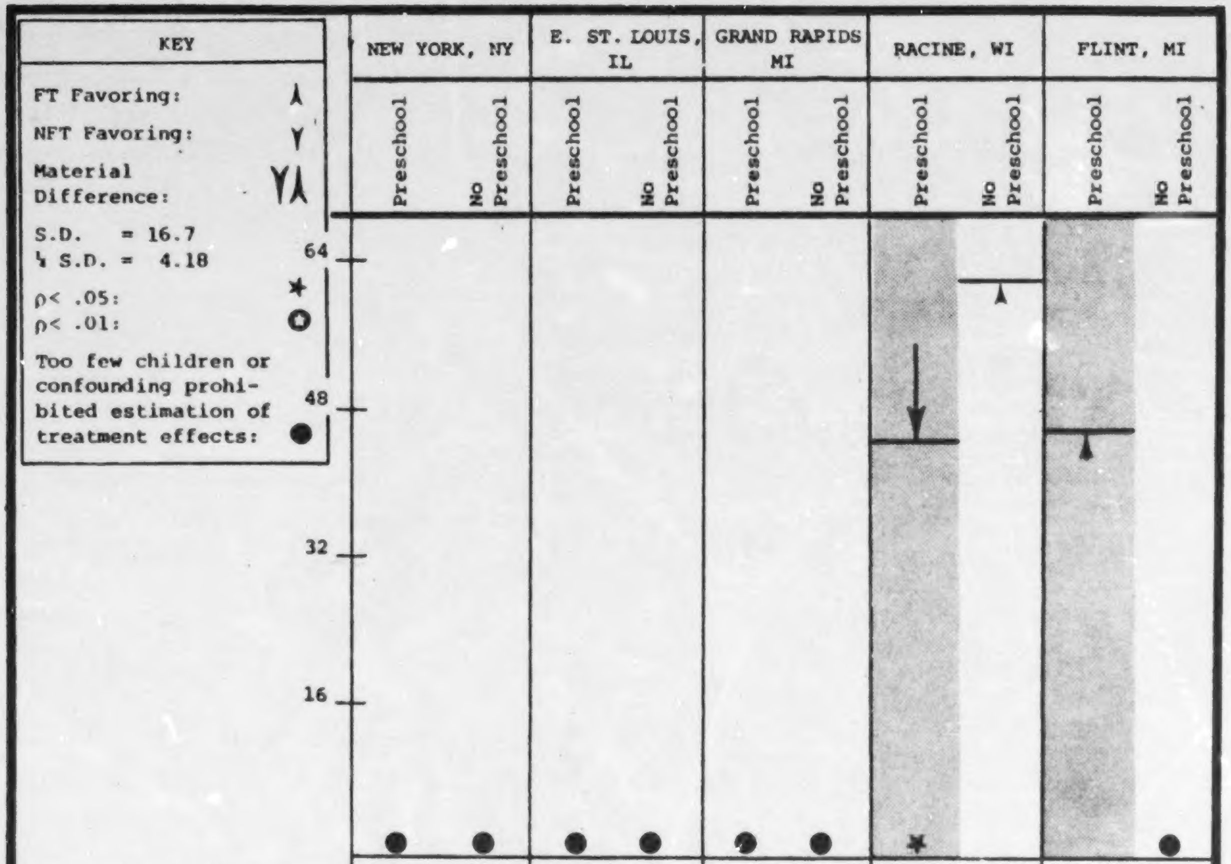
BACKGROUND VARIABLES AND OUTCOME MEASURES FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN DIM MODEL

	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Preschool Information															
Number	31	245	21	56	21		103	52	53	62	38	27	77	42	66
Percent 4+ Months	96	51		81			73	12	34	80	35	12	53	60	38
Percent None		07	24		24		14	42	58	16	39	56	29	40	19
Percent 1-3 Months	04	09		02			02	12			13	07	03		04
Percent No Information		33	76	17	76		16	34	06	14	13	25	15		39
Fall Kindergarten WRAT															
Preschool Mean	44.5	37.3		38.3			26.1	23.0	29.9	26.0	36.0	37.0	30.8	36.2	29.2
No Preschool Mean		25.4	39.8		39.8		15.2	21.9	24.4	39.6	37.4	25.9	31.8	25.6	28.7
*Other Mean**		29.9	39.1	36.2	39.1		23.3	25.2	32.5	16.0	33.3	24.1	26.3		27.3
Income															
Preschool Mean	4980	5574		5833			3864	7000	3765	5197	5884	6833	5050	7520	4650
No Preschool Mean		5028	4300		4300		5833	6309	4548	8555	7450	5600	5613	4969	5115
*Other Mean**	6000	5385		2000			4500	5250			2100	5000	9500		6250
MAT Total Reading															
Preschool Mean	55.9	51.3		49.1			39.9	43.1	31.5	45.1	63.3	33.3	46.2	50.8	29.4
No Preschool Mean		48.7	44.4		44.4		37.0	44.0	31.9	61.8	58.2	51.7	49.4	44.4	28.7
*Other Mean**	49.0	46.3	44.6	49.5	44.6		40.5	43.8	31.5	35.0	67.2	47.4	54.6		30.0
MAT Total Math															
Preschool Mean	66.6	63.2		68.5			41.8	55.8	37.4	66.0	80.2	42.0	64.3	56.5	37.8
No Preschool Mean		57.8	54.0		54.0		37.0	50.0	51.3	83.5	74.9	50.6	66.6	48.8	37.3
*Other Mean**	81.0	54.3	44.0	67.1	44.7		47.0	46.2	35.8	64.0	71.5	50.6	71.6		36.4
BEST MATCH SITE	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 8-12

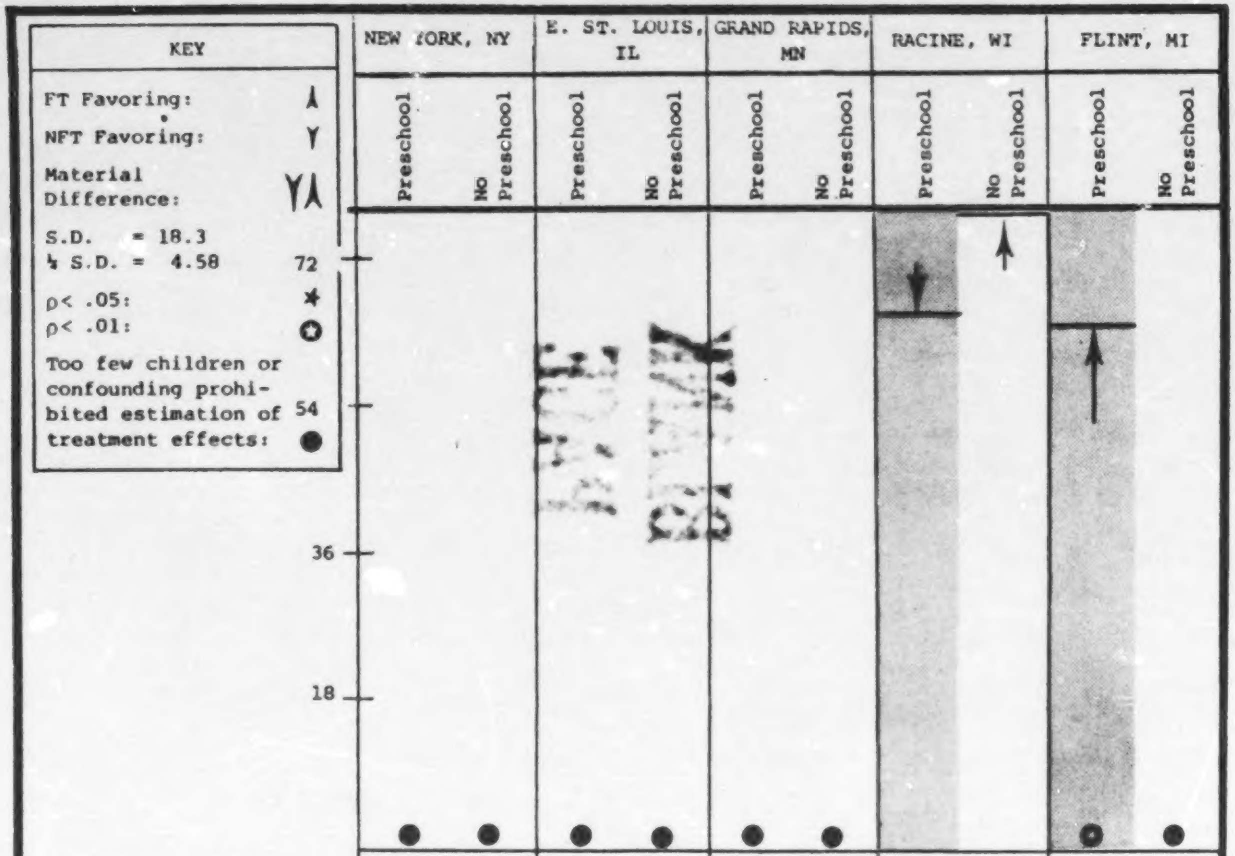
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY Preschool	NEW YORK, NY No Preschool	E. ST. LOUIS, IL Preschool	E. ST. LOUIS, IL No Preschool	GRAND RAPIDS MI Preschool	GRAND RAPIDS MI No Preschool	RACINE, WI Preschool	RACINE, WI No Preschool	FLINT, MI Preschool	FLINT, MI No Preschool
Magnitude of Effect							-10.88	1.55	.69	
Standard Error							4.73	6.66	3.88	
FT Mean							45.10	61.80	46.20	
No. of FT Children	30		45		81	4	50	10	41	22
No. of non-FT Children	124	19		5	6	22	13	15	25	17
							FKW		FKW	

Table 8-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY		E. ST. LOUIS, IL		GRAND RAPIDS, MN		RACINE, WI		FLINT, MI	
	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool
Magnitude of Effect							-6.80	8.91	12.86	
Standard Error							5.65	7.25	4.63	
FT Mean							66.02	83.50	64.27	
No. of FT Children	30		45		81	4	50	10	41	22
No. of non-FT Children	124	19		5	6	22	13	15	25	17

FKW FKW

CHAPTER NINE

BEHAVIOR ANALYSIS MODEL

Support and Development Center for Follow Through - University of Kansas

Overview

The BA model recommends a highly structured yet flexible approach. Its primary objective is the children's mastery of reading, arithmetic, handwriting, and spelling skills. Acquisition of academic and social skills meets with systematic positive reinforcement in the form of praise and tokens with which the children can purchase desired activities during "exchange" periods. Each child's progress is evaluated weekly.

The analysis of the BA model includes six cities of diverse size in the eastern half of the country: New York City; Philadelphia; Portageville and Kansas City, Louisville, KY; and Meridian, IL. A summary of the FT-favoring (+) and NFT-favoring (-) effects in these sites is shown in Figure 9-1. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed. Figure 9-2 provides a summary of grade equivalents and standardized scores for three MAT subtests.

In basic skills and cognitive conceptual achievement, two sites show positive effects on Total Reading and Total Math, and one in Spelling. The FT children in Louisville stand out in particular, outperforming one of the comparison groups on three MAT tests and on many of the subtests as well. In the affective domain, all FT groups discussed manifest more self-esteem than their pooled NFT groups. In addition, there are FT-favoring effects on either IARS (+ or -) in all sites except Kansas City. Some sites, such as New York, Portageville, and Meridian, appear to be doing quite well in comparison with the MAT norms. In any case, the grade equivalent of the

Figure 9-1

SUMMARY OF EFFECTS FOR BEHAVIOR ANALYSIS MODEL

	NEW YORK, NY			PHILADELPHIA PA			PORTAGEVILLE MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading	-				-	+			+			-		+			-	-
Total Math								+	-			-		+			-	+
Spelling	-	-	-			-			-			-		+	-		-	
Language	-		-						-			-					-	
Raven's			-	-	-	-			-			-						-
Coopersmith			+			+						+			+			+
IARS (+)					-	+			-								-	
IARS (-)			+			+						-			+			+
Word Knowledge	-				-	+			-			-		+			-	+
Reading	-					+			-					+			-	
Math Concepts									-			-		+	-		-	
Math Computations						+		+						+	+			+
Math Problem Solving					-				-			-		+			-	+
Language Part A						+											-	+
Language Part B			-						-			-					-	
	FKW	PS	FKW PS				FKW	PS	FKW						FKW			

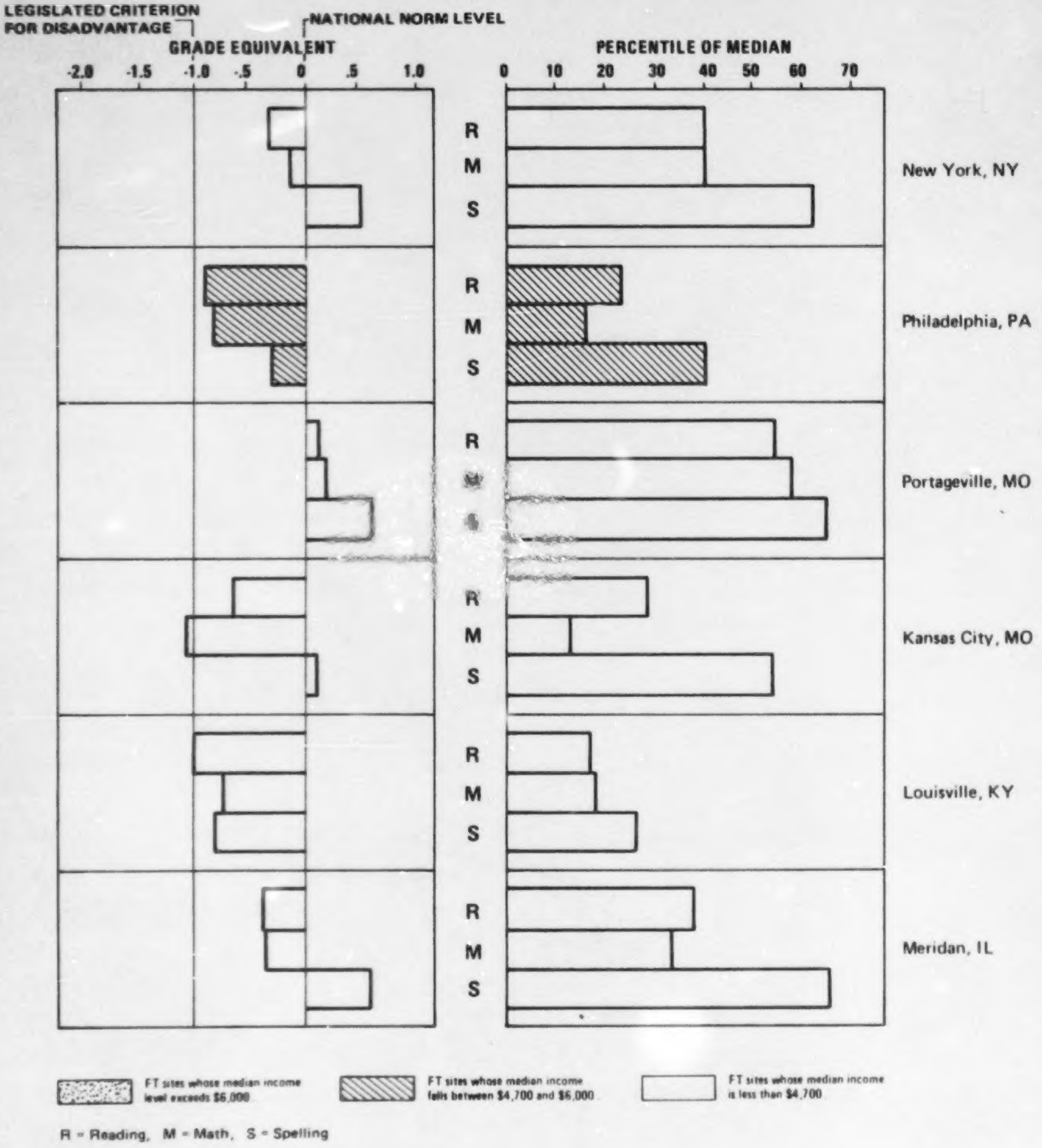
median of the children at every BA site except Kansas City is within one year of the expected grade level on the three MAT tests. This model appears to demonstrate some success with a relatively disadvantaged group of children.

Description of the Model

The BA Model has been part of the Follow Through Program since 1968 and operates in twelve sites, eight urban and four rural. Students are of varied ethnic backgrounds and include American Indians, Puerto Ricans, Blacks, and Whites. The BA Model is highly structured, derived from behavioral psychology, and designed to increase the student's reading, arithmetic,

Figure 9-2

Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in BA MODEL



handwriting, and spelling skills. The model is based on the premise that the conscious and systematic use of praise and approval will promote academic and behavioral growth in the individual child. While the primary goal of the Behavior Analysis Model is for the child to master the four basic skills, other subjects such as social studies, science, and the arts are introduced when the child's performance is acceptable in basic skills areas. The BA Model is operationalized by establishing a "token economy" within each classroom. Teachers award tokens for improved social and academic performance. The children can use these tokens during an exchange period to purchase activities of their choosing such as games, toys, and books. Tokens and praise are distributed according to individual rates of progress rather than for group performance. The sponsor deems this instructional approach appropriate for all children regardless of their socioeconomic and/or educational status.

Teachers may choose among sponsor-developed and commercial learning materials, but they are encouraged to select those which can be adapted to the model. Using a machine-readable data form, teachers prepare continuous progress reports on each student. The data is then computer analyzed and an individual progress prescription is returned within a day. Teachers are trained in the use of systematic, positive reinforcement. The sponsor's objective is to eliminate punitive and coercive teacher behavior and to encourage teachers to set specific, reachable academic objectives for the individual student.

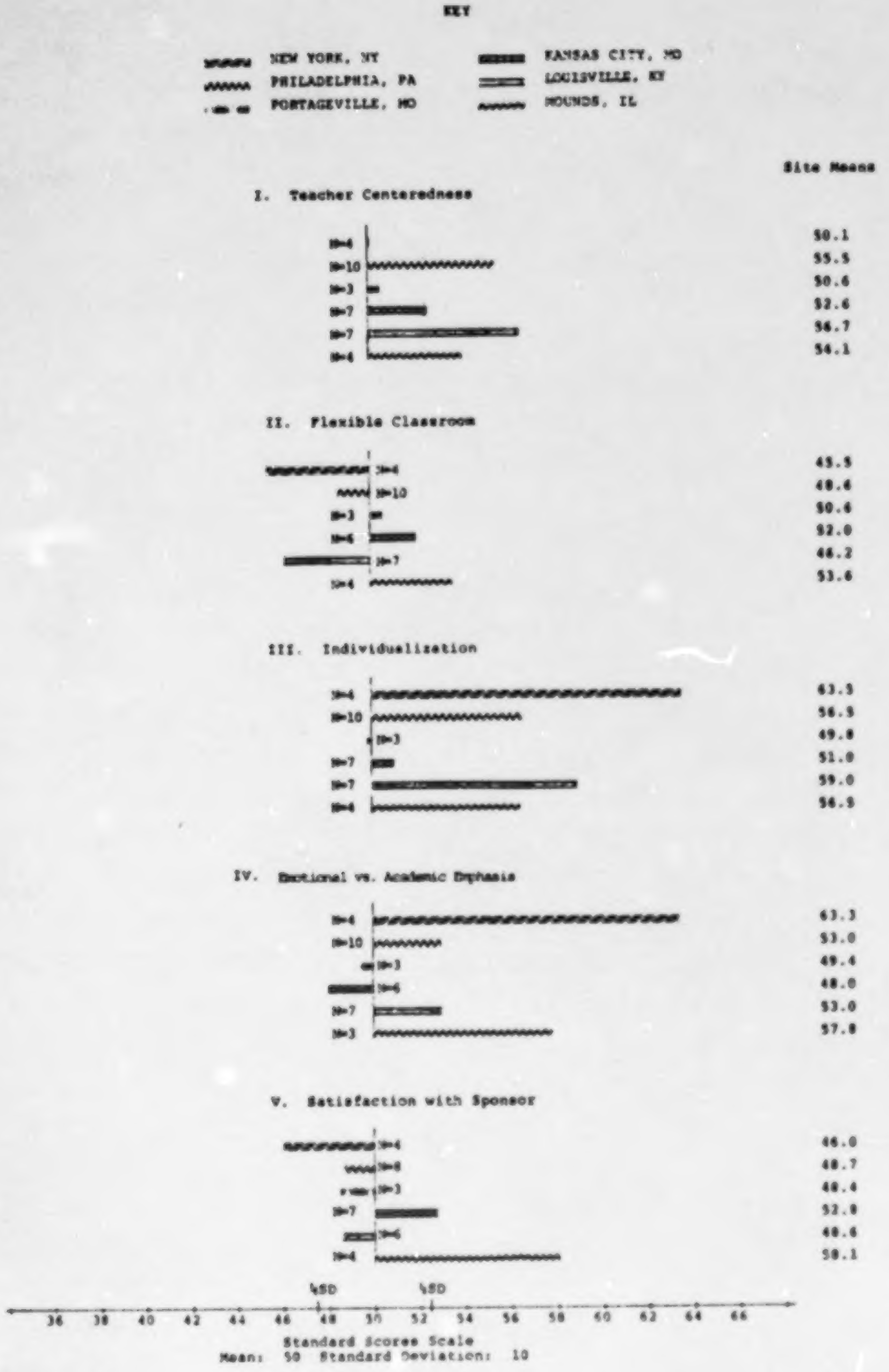
Parents play an important role in the BA classroom. Two parents are trained and placed in each classroom for each eight-week period to teach handwriting and spelling, to do individual tutoring, and to become knowledgeable in the use of BA techniques. At the end of the eight weeks, the teaching parents may continue or not as they choose. Although many parents serve only for an eight-week session and teach in only one curriculum area, some teach a full year in as many as three curriculum areas. Many eventually become permanent teacher aides.

Description of the Learning Environment

As Figure 9-3 shows, the BA model has been sampled in six sites. Generally speaking, this sponsor has implemented a structured classroom learning environment as intended. However, there is some site variation in

Figure 9-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR BEHAVIOR ANALYSIS MODEL



the degree of structure implemented. The Portageville and Kansas City sites appear to have less structured programs than the other BA sites. In particular, Portageville and Kansas City are considerably lower than the other sites in degree of individualization and academic emphasis. The Meridian site also appears to have adopted a more flexible classroom than would be expected from the model description. With the exception of the Meridian and Kansas City sites, BA teachers express less than average satisfaction with the sponsor.

As Figure 9-4 shows, the BA sites vary considerably on the optimal parent factors (I & II). Parents in Portageville report considerably more interaction with their children than parents in Meridian. Both of these sites are also below average on perceived school receptivity. The degree of parental involvement as shown by the basic parent involvement factors (III - V) for the sites is generally above the overall sample mean. However, there appears to be notable variation across the sites in the type of involvement attained. For example, the New York, Philadelphia, and Portageville sites have high levels of PAC involvement in comparison with the Kansas City, Louisville, and Meridian sites. Yet the Kansas City and Meridian sites show a comparatively higher level of parent visits. Given that the BA model does not place great emphasis on a centrally directed and specified program of parental involvement, this variability is not surprising. The satisfaction factors (VII - IX) also show considerable variability. The parents in Portageville report above average satisfaction on two satisfaction factors, while parents in New York appear more satisfied with the child's progress in school. No site indicates any particular dissatisfaction. Finally, parents in Kansas City and Portageville are above average on reports that they feel control over their environment.

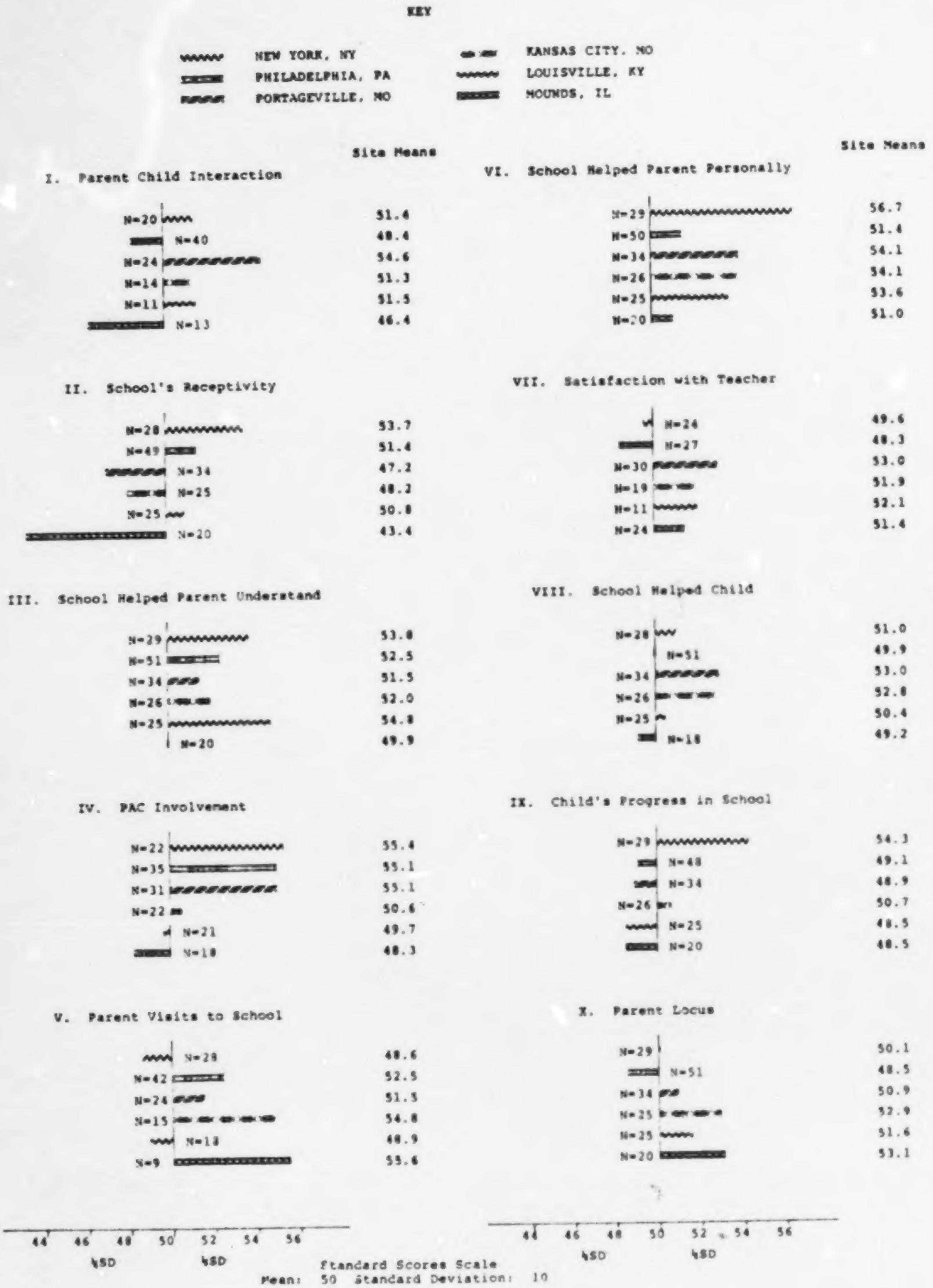
Additional information about the teacher and parent samples is contained in Appendix Tables S9-2, A9-4 and A9-5.

Characteristics of the Sample

The background variables at entry for children in the BA Model are shown in Table 9-1. The BA Model is located in some of the most disadvantaged communities in Follow Through. With the exception of Philadelphis'a FT group, all FT and NFT groups have lower family incomes than the respective averages for those groups at all sites. The FT children in this model, however, tend to have relatively high pretest scores. These scores may be

Figure 9-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM PARENT QUESTIONNAIRE FACTORS FOR BEHAVIOR ANALYSIS MODEL



Standard Scores Scale
Mean: 50 Standard Deviation: 10

due partially to the children's preschool experience.* Although there is considerable variability in the background variables across the sites, most can be characterized as predominantly Black (except Portageville), low income, and relatively high pretest.

Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 9-2 through 9-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 9-6 through 9-9);
- standardized scores for MAT subtests (Table 9-10);
- effects for the preschool analyses (Tables 9-12 and 9-13).

Certain other data, also discussed in this section, are depicted in tables located in Volume III-B: Appendices.

- effects on the MAT partial subtests (Tables A9-6 through A9-12);
- attrition (Table A9-13);
- ethnic distribution (Table A9-16);
- background variables for Cohort III analyses (Table A9-17);
- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A9-18 through A9-20);

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*The BA sponsor suggests that the high FT pretest scores are the result of some site pretesting which occurred four to six weeks after the beginning of the school year. To check this possibility, we reran the local ANCOVA for the Total Reading, Total Math, and Spelling outcomes, omitting the WRAT pretest covariable, and relying upon the other covariables to adjust the outcome comparison for initial disadvantage. 85% of the comparisons thus computed were qualitatively the same as with WRAT included. Five of the 15 BA effects were in fact different: higher for Reading in New York and for Math in Portageville, Kansas City, and Louisville, and lower for Spelling in New York. It should be noced preschool was not entered into this mini-study. Further exploration of the WRAT/preschool will be addressed in the report on the Cohort III third grade studies next year.

Table 9-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			**MERIDIAN, IL**			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULA-TION
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT	
Children in Analytic Sample																								
Number	43	245	21	108	124	27	47	36	21	61	27	69	90	93	53	68		36						
Fall Kindergarten WRAT																								
Mean Score	43.2	33.3	39.3	27.6	26.8	27.4	37.5	28.3	39.3	30.2	27.4	30.2	23.4	19.5	25.2	28.1		28.3	31.7	27.1		29.8	29.6	
Percent with Preschool	88	88	0	57	45	46	69	47	0	73	46	42	90	69	37	81		47	76	59		61	49	9
Number Responding	41	163	5	90	64	22	45	36	4	52	22	38	79	61	49	48		36						
Children's Ethnicity																								
Percent Black	77	78	100	100	83	100	40	31	100	100	100	90	100	100	100	60		31	80	78		70	57	11
Percent White	0	0	0	0	1	0	60	69	0	0	0	10	0	0	0	40		69	17	14		19	34	87
Percent Other	23	22	0	0	16	0	0	0	0	0	0	0	0	0	0	0		0	4	8		11	10	2
Family Income in Median Dollars	4562	5250	3500	4906	4786	4000	3850	5000	3500	3700	4000	3375	2075	5417	3500	4250		5000	3890	4891		4733	5964	9590
Number Responding	37	92	5	67	43	21	44	36	5	47	21	36	57	54	48	22		36						
Mother's Education																								
Percent High School Graduates	38	57	20	41	45	50	42	29	20	40	50	40	46	54	44	40		29	41	47		46	46	51
Number Responding	34	91	5	59	47	18	41	31	5	47	18	35	54	50	45	20		31						
Female Heads of Household																								
Percent	32	41	80	49	48	57	20	22	80	65	57	50	64	39	33	27		22	43	41		42	34	9
Teachers																								
Number	4	22	2	11	30	4	3	3	2	7	4	20	7	15	22	4		3						
Teacher Education																								
Percent B.A. or Less	0	9	0	9	17	75	33	33	0	43	75	61	29	20	59	100		33	36	31		34	45	
Percent More than B.A.	0	36	50	64	40	25	33	67	50	29	25	28	57	53	27	0		67	30	44		42	34	
Percent More than M.A.	100	54	50	27	43	0	33	0	50	29	0	11	14	27	14	0		0	34	25		24	21	
Teaching Experience																								
Total Years	8.2	9.0	11.0	13.1	9.1	5.8	5.7	17.7	11.0	6.1	5.8	6.4	7.4	15.9	9.5	22.5		17.7	10.2	11.5		8.1	12.9	
BEST MATCH SITE	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO								

- standardized scores for MAT subtests for Cohort III (Table A9-21);
- teacher questionnaire cluster variables for Cohort III (Table A9-1);
- teacher background characteristics for Cohort III (Table A9-2).

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A9-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A9-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A9-14 and A9-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A9-15 and A9-23);
- ethnic distribution for Cohort III (Table A9-24).

New York, NY

The FT and local NFT groups do not completely typify this sponsor's sample. The New York groups show higher then sponsor-average entry WRAT scores and slightly higher incomes. Ethnic composition also varies somewhat from the other BA sites with slightly over 20 percent Puerto Rican FT children and a combination of Puerto Rican and Oriental NFT children. The FT and NFT groups are close matches in income and ethnic composition, but show an FT-favoring difference in entry level WRAT scores. The best matched site is East St. Louis, IL, which permits a better match with respect to entry level WRAT, but has an FT-favoring difference in income and a somewhat different ethnic composition. Further, almost all of the FT group has had preschool experience, which none of the best matched NFT groups reported having had.

All NFT comparisons have been greyed for this site and are not discussed here.

Compared to the MAT norm population, the FT and local NFT groups perform at or near grade level on the Total Reading, Total Math, and Spelling, with the FT group almost one-half year above grade level in

Spelling. Less than 40 percent of the FT children and less than 25 percent of the local NFT children score one or more years below grade level on any test. The best matched group performs approximately one-half year below grade level on all three tests.

There were too few children without preschool for analysis of this dimension.

Philadelphia, PA

The FT and local NFT groups are fairly typical of this sponsor in terms of entry level and ethnic composition, though somewhat divergent on income in that the FT median is higher than the sponsor average. The two groups are closely matched on entry level WRAT scores and income, and slightly different in ethnic composition. The best matched site is Kansas City, MO, whose NFT group is closely matched on entry level and ethnic composition, but with somewhat lower income than the FT group.

On the posttests given at the end of third grade, the matched NFT performance surpasses FT levels on the Total Reading test. The FT performance is superior to pooled NFT results on Total Reading, but the Spelling results put the pooled NFT group ahead of the FT group. FT performance is also below the local, matched, and pooled NFT on the Raven's. On the affective tests, FT performance is lower than the matched NFT group on the IARS (+) test. However, FT performance is superior to the pooled NFT on the Coopersmith, IARS (+), and IARS (-) tests.

When compared with the MAT norm population, the FT and local NFT groups are both approximately one year below grade level on the Total Reading and Total Math tests, but less than a year behind in Spelling. Fewer than half the children in either group are a year or more below grade level on any of the three tests. The matched NFT group scores better, being at or near grade level in Total Reading and Spelling, and about one-half year behind in Total Math.

No differences between children with and without preschool experience were found.

Portageville, MO

The FT and local NFT groups are typical of this sponsor with respect to income. The local NFT group is also typical with respect to entry level WRAT, while the FT group is higher than sponsor average on entry level. Neither group is typical of the sponsor with regard to ethnic composition, the Portageville groups having a predominantly White composition while the sponsor as a whole is largely Black. The best matched site is East St. Louis, IL, whose NFT closely matches FT in terms of entry WRAT score and income, but it is entirely Black and has no preschool experience, as opposed to the largely White, largely preschooled FT group.

All NFT comparisons have been greyed for this site; therefore we do not discuss the anlayses here.

When compared with the MAT norm group, both FT and local NFT groups perform at or above grade level on Total Reading, Total Math, and Spelling tests, the FT performing about one-half year above, and the local NFT a full year above grade level in Spelling. The best matched site is about one-half year below grade level on all three tests. Percentages of children one or more years below grade level on any test average ten percent and five percent for the FT and local NFT groups respecitvely, but are considerabely higher for the best matched group.

Study of preschool effects resulted in similar patterns.

Kansas City, MO

The FT and local NFT groups are typical of this sponsor with respect to entry level WRAT, ethnic composition, and income, though the local NFT group is somewhat lower than sponsor average in income. The two groups are well matched on entry level, income, and ethnic composition, though proportionately more FT children had preschool experience. The best matched site is Richmond, VA, whose NFT group is a close match for the FT group on entry level, income, and ethnicity, though the matched group has less preschool experience.

Posttests in the third grade showed pooled NFT performance superior to FT on Total Reading, Total Math, Spelling, Language, and the Raven's tests. On the affective tests the pooled NFT performance surpasses that of FT on the IARS (-), but is inferior to the FT on the Coopersmith.

When compared with the MAT norms, the FT group is more than one-half year below grade level on Total Reading, a year below on Total Math, and at grade level on Spelling. The local NFT is one-half year behind in Math, but at or near grade level in Reading and Spelling. The best matched group is one-half year behind on Total Reading, about a year behind on Total Math, and half a year behind in Spelling.

Preschool analysis showed no differences between FT and NFT patterns.

Louisville, KY

The FT and local NFT groups are considerably below sponsor average on the entry WRAT. The FT group is also well below sponsor average in income, while the NFT is about average for this sponsor. Minor differences in ethnic composition stem from the presence of small percentages of Whites and "others" in the sponsor's sites overall, while the Louisville groups are completely Black. The two groups are a fairly close match on entry WRAT and ethnic composition, though the NFT income level is considerably higher than the FT level. The best matched site is Jacksonville, FL, whose NFT group closely matches FT on entry level WRAT and ethnic composition and has a higher income level than FT, though not nearly as high as the local NFT. The matched NFT shows less than half of the percentage of FT children with preschool experience.

The FT/pooled NFT comparison has been greyed in this site; we discuss only the FT/local and FT/matched NFT comparisons. On the third grade posttest performance measures, the FT group is superior to the matched NFT on the Total Reading, Total Math and Spelling tests.

When compared with the MAT norm population, the FT and local NFT both perform about one year below grade level on Total Reading, Total Math, and Spelling, showing an average of about half the children in either group one or more years below grade level on each test. The best matched NFT group is also more than a year below on each test, with an average of about 60 percent of the children a year or more behind on each test.

There were too few children without preschool to allow analysis of its effects.

Meridian, IL

The Meridian site is unusual in its lack of a local NFT group. The FT closely approximates sponsor averages on entry level WRAT and income, and shows typical ethnic composition. The best matched site is Portageville, MO, whose NFT group closely matches FT entry WRAT scores, but whose income is somewhat higher than FT levels, and has only half the percentage of Black students and somewhat less preschool experience.

On the posttests, the matched NFT is superior to the FT on four academic tests: Total Reading, Total Math, Spelling, and Language. Pooled NFT performance is superior to FT levels on the Total Reading and the Raven's tests, but is surpassed by the FT level on Total Math. Turning to the affective tests, the FT group is surpassed by the matched NFT on the IARS (+). However, FT performance on the Coopersmith and IARS (-) tests is superior to the pooled NFT levels.

Compared to the MAT norm population, the FT group performs near grade level on Total Reading and Total Math and about one-half year above grade level on Spelling. The percentage of students one or more years below grade level ranges from 19 percent to 32 percent. The best matched NFT group is at or above grade level on all three tests, being a full year above on Spelling, with never more than six percent of its students a year or more below grade level.

No preschool analyses were possible due to absence of a local NFT group.

Cohort III Effects to Date

Five of the BA sites are included in both the Cohort II samples and the Cohort III sample. The Cohort III results in these sites are in general more favorable than the Cohort II findings. In Cohort II the majority of comparisons between FT and NFT show either no difference or greater gain in NFT, while in Cohort III there are substantially more FT-favoring comparisons. Furthermore, the majority of the children in the Cohort III sites are performing close to grade level while substantial percentages of the Cohort II children are performing below grade level. Attribution of the cross cohort differences is diffidult because of the grade level and sample differences. However, the more favorable results in Cohort III may represent improvement in the sponsor's implementation.

Summary

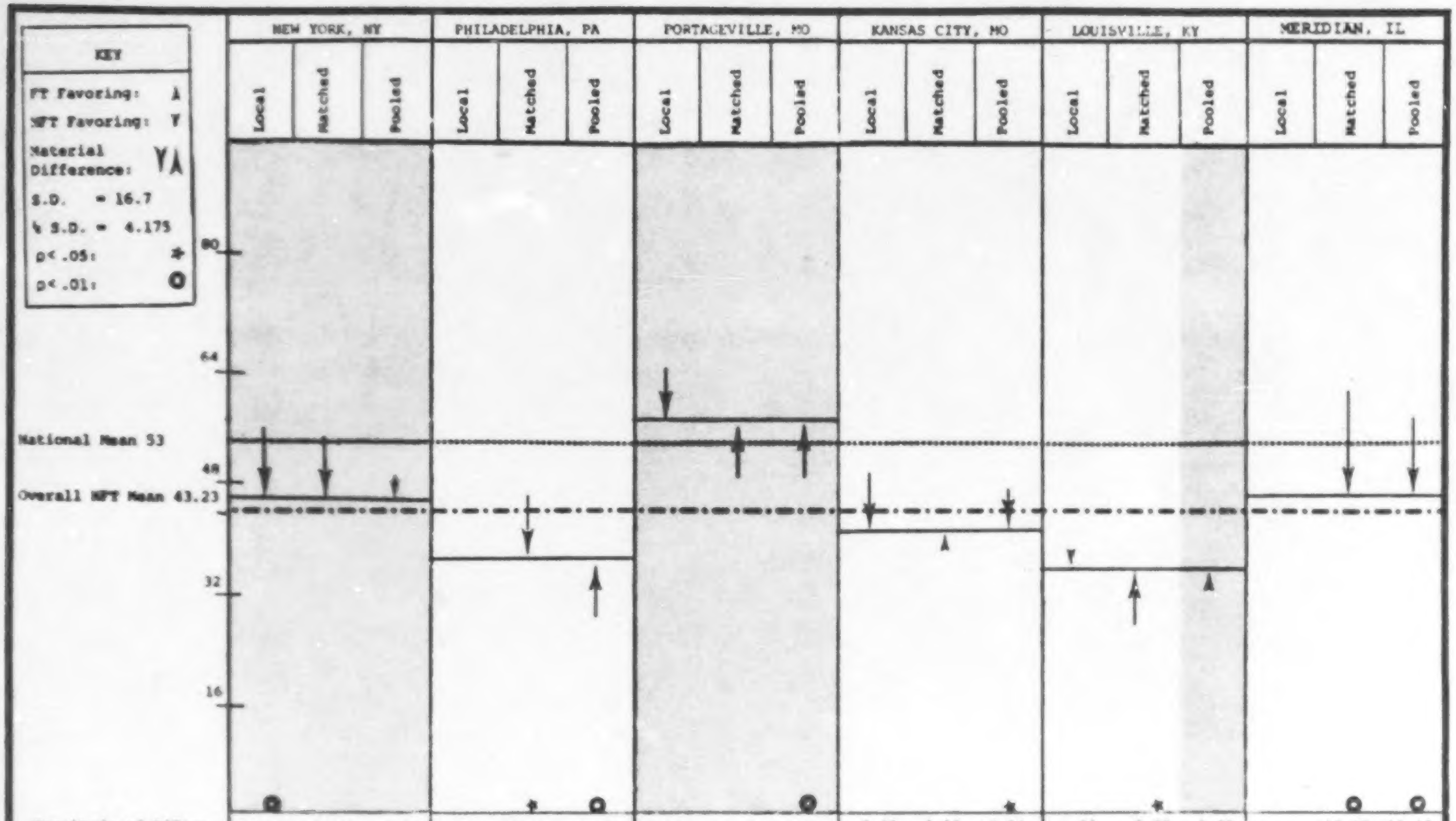
The results of the analyses on the BA model vary across sites. The program does not appear to produce consistent gains in either basic or cognitive conceptual skills. Across sites scattered effects are observed on major measures of basic skills. The effects patterns in the cognitive conceptual tests of Reading, Math Concepts, Math Problem Solving, and the Raven's contain few FT-favoring effects. Louisville is the most successful site in this domain of skills. Although this model primarily seeks to develop academic skills, it is apparently demonstrating more consistent success in the affective domain; FT-favoring effects on the Coopersmith occur in three sites and on the IARS in two sites. In general, even when the implementation information is considered, it is unclear why this pattern emerges.

The absence of FT-favoring effects in three of the sites, New York, Portageville, and Meridian does not indicate poor sponsor results since the children in this site score at or above grade level on all of the normed third grade achievement measures. In the three other BA sites, the FT children do not perform consistently well in comparison to any NFT group or the MAT norm group. In Philadelphia, Kansas City, and Louisville, the children score almost a year behind grade level on some of the third grade achievement tests.

As indicated above, the Cohort III effects at the end of second grade suggest that more consistently positive effects may occur from the analyses next year.

Table 9-2

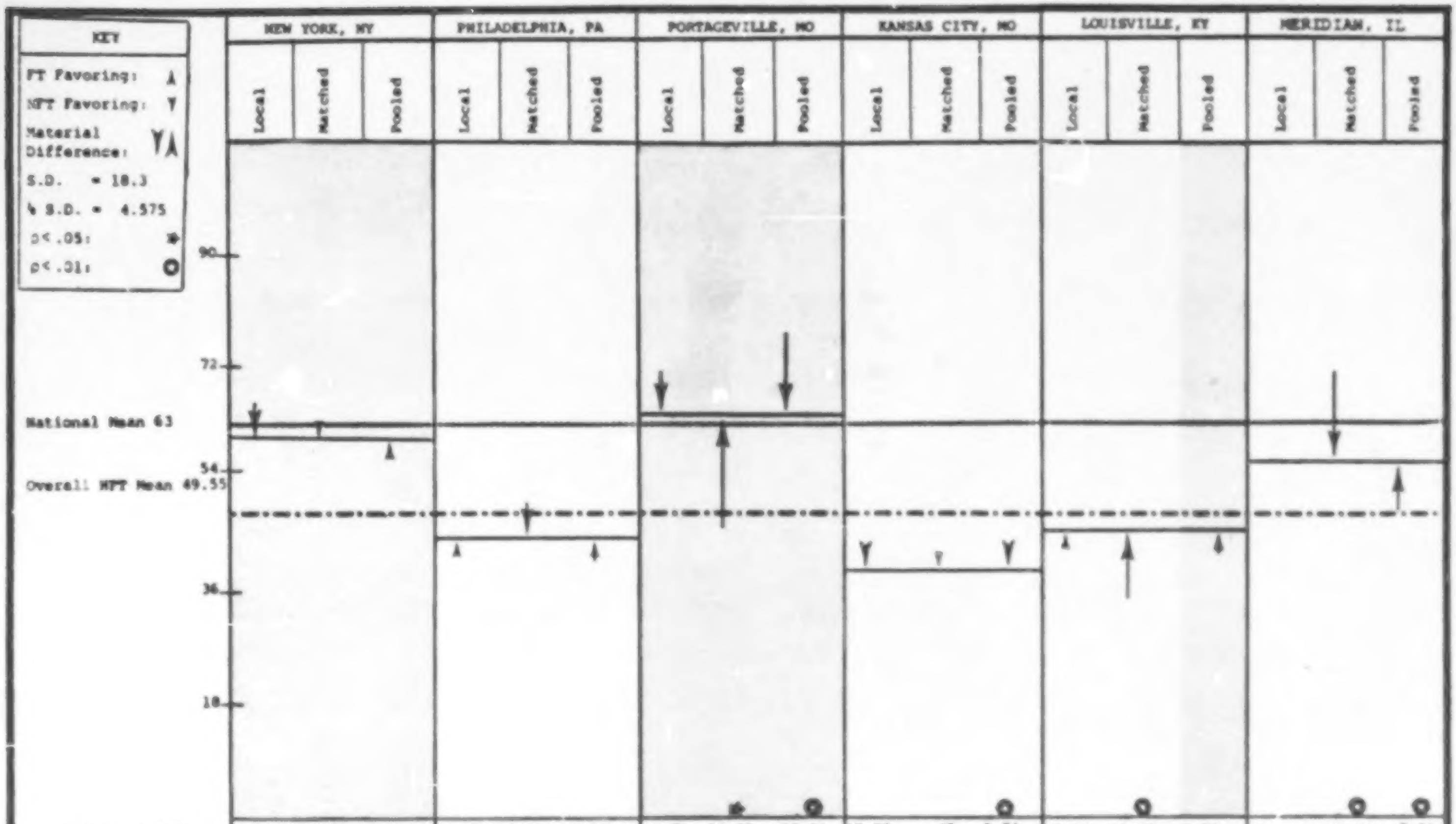
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-9.63	-9.45	-2.54	.02	-8.15	6.29	-5.73	6.15	7.44	-6.46	1.19	-4.64	-.51	6.33	1.39		-13.28	-11.38
Standard Error	3.45	6.07	2.76	2.71	3.67	1.48	4.73	6.21	2.01	4.62	2.90	1.93	3.53	2.46	1.40		4.13	1.60
FT Mean	45.12			36.93			54.72			40.79			35.14			46.04		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW						FKW			

Table 9-3

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-7.57	-1.61	3.49	.45	-5.30	3.02	-6.71	18.35	-12.94	-8.92	- .45	-8.74	2.04	10.48	2.73		-14.60	7.31
Standard Error	4.09	8.29	3.22	3.22	3.69	1.56	5.63	8.85	2.44	5.49	3.20	2.21	4.20	3.13	1.83		4.68	1.83
FT Mean	58.56			44.19			65.57			41.43			45.31			56.35		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		

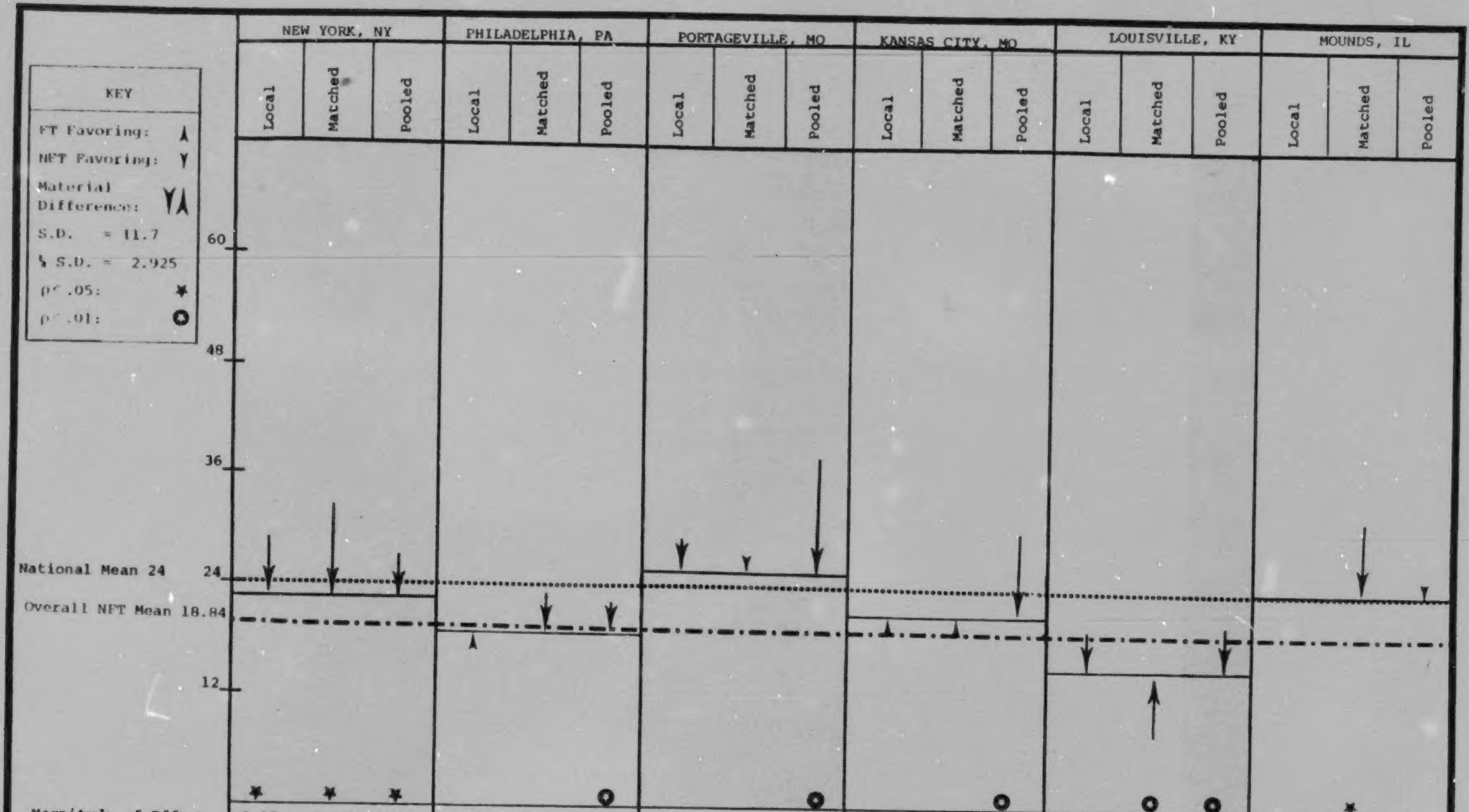
FKW PS FKW
PS

FKW PS FKW

FKW

Table 9-4

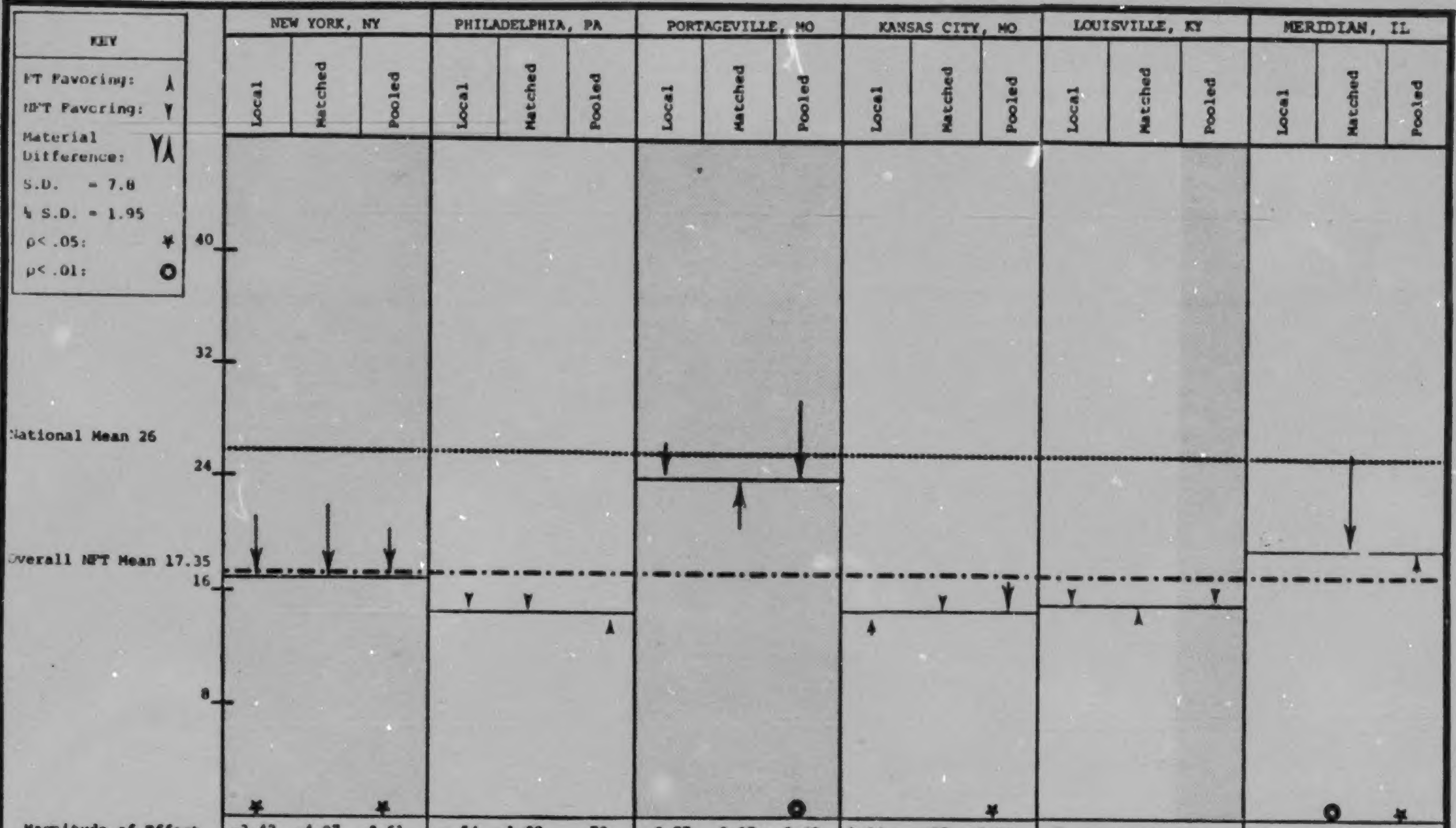
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MOUNDS, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	*	*	*			⊙			⊙			⊙		⊙	⊙		*	
Magnitude of Effect	-5.15	-10.19	-4.98	1.26	-4.26	-3.24	-3.79	-.52	-13.21	2.56	2.64	-9.37	-4.82	7.22	-5.94		-8.0	-.64
Standard Error	2.53	4.43	2.49	1.99	2.63	1.12	3.47	4.18	1.28	3.39	2.22	1.49	2.58	2.0	1.21		2.99	1.29
FT Mean	22.44			18.73			25.91			21.36			14.88			23.84		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW						FKW			

Table 9-5

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	*		*						○			*					○	*
Magnitude of Effect	-3.42	-4.07	-2.61	-.54	-1.39	.72	-2.77	3.07	-5.48	1.94	-.57	-2.14	-.98	1.87	-.94		-6.42	1.77
Standard Error	1.63	2.46	1.05	1.28	1.46	.62	2.24	3.41	1.11	2.31	1.31	.89	1.67	1.16	.64		2.20	.81
FT Mean	17.00			14.60			23.98			14.77			15.08			19.04		
No. of FT Children	45			108			45			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		

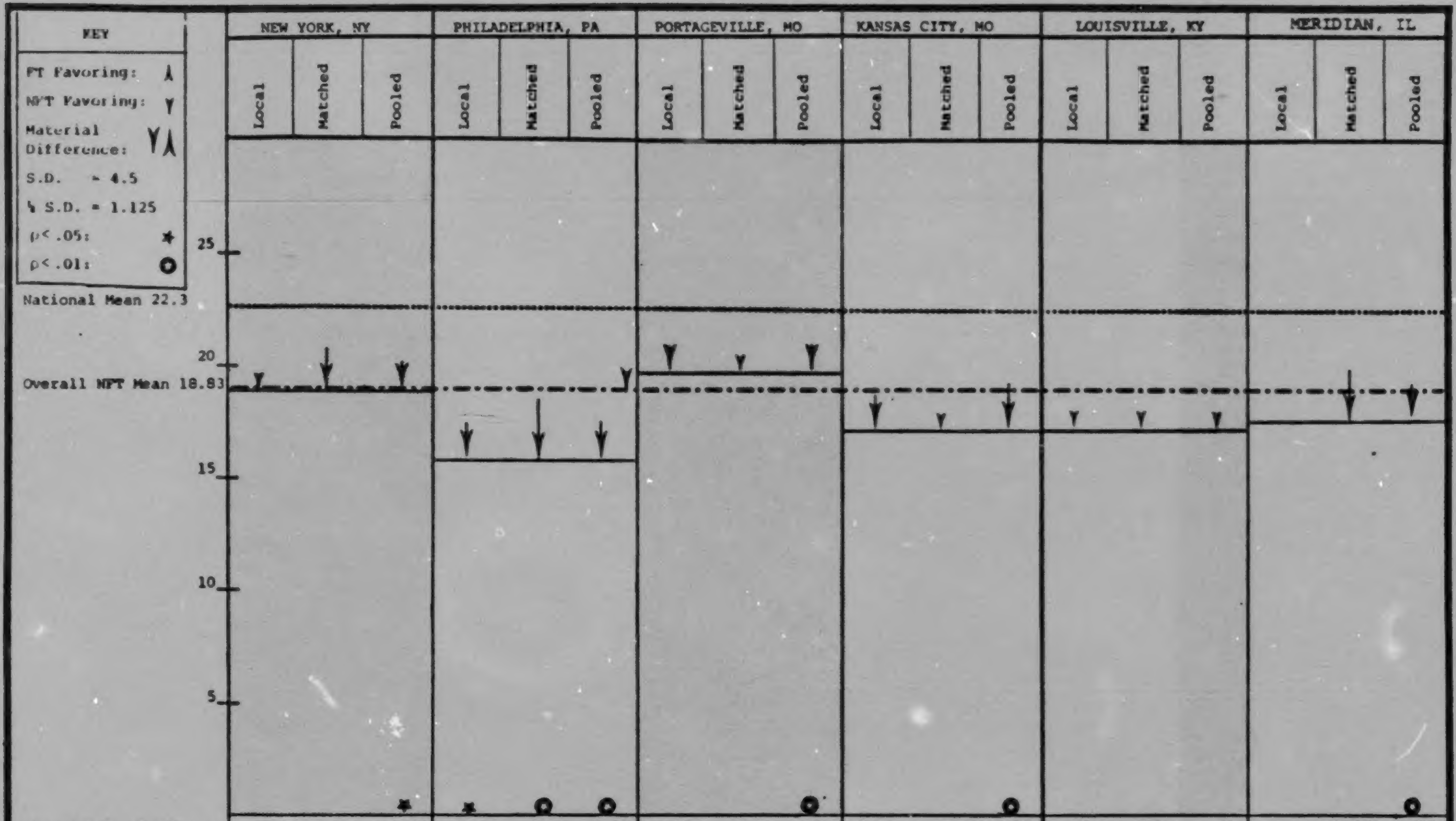
FKW PS FKW PS

FKW PS FKW

FKW

Table 9-6

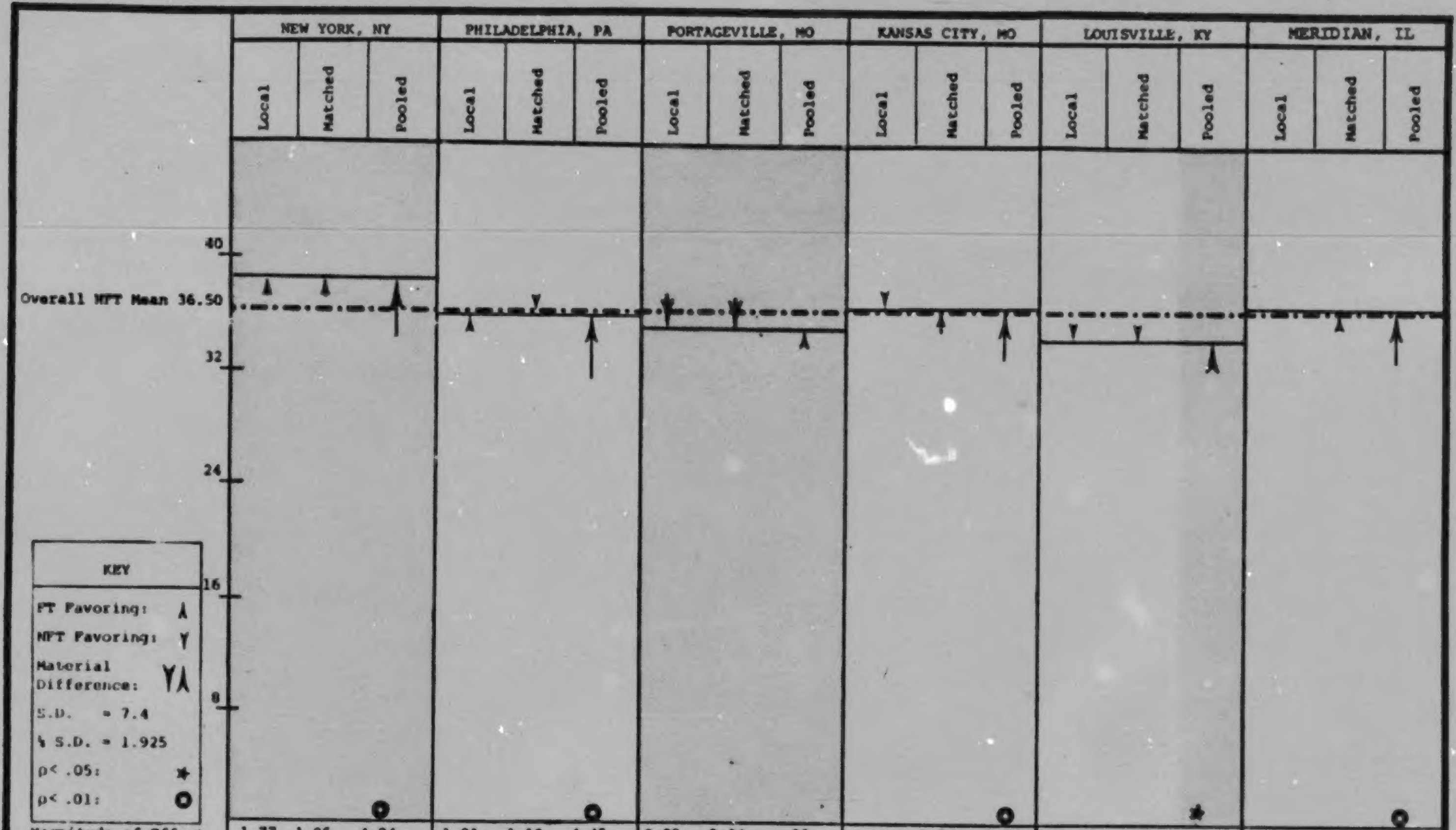
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON RAVEN"S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN BA MODEL



	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
			*	*	○	○			○			○						○
Magnitude of Effect	-.55	-1.94	-1.38	-1.92	-2.94	-1.90	-1.69	-.50	-1.81	-1.60	-.39	-2.09	-.54	-.86	-.81		-2.53	-1.86
Standard Error	.99	1.57	.64	.77	.97	.38	1.35	1.71	.54	1.32	.82	.56	1.02	.90	.48		1.36	.59
FT Mean	18.81			15.53			19.98			17.00			17.07			17.23		
No. of FT Children	43			108.			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW					FKW				

Table 9-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN BA MODEL

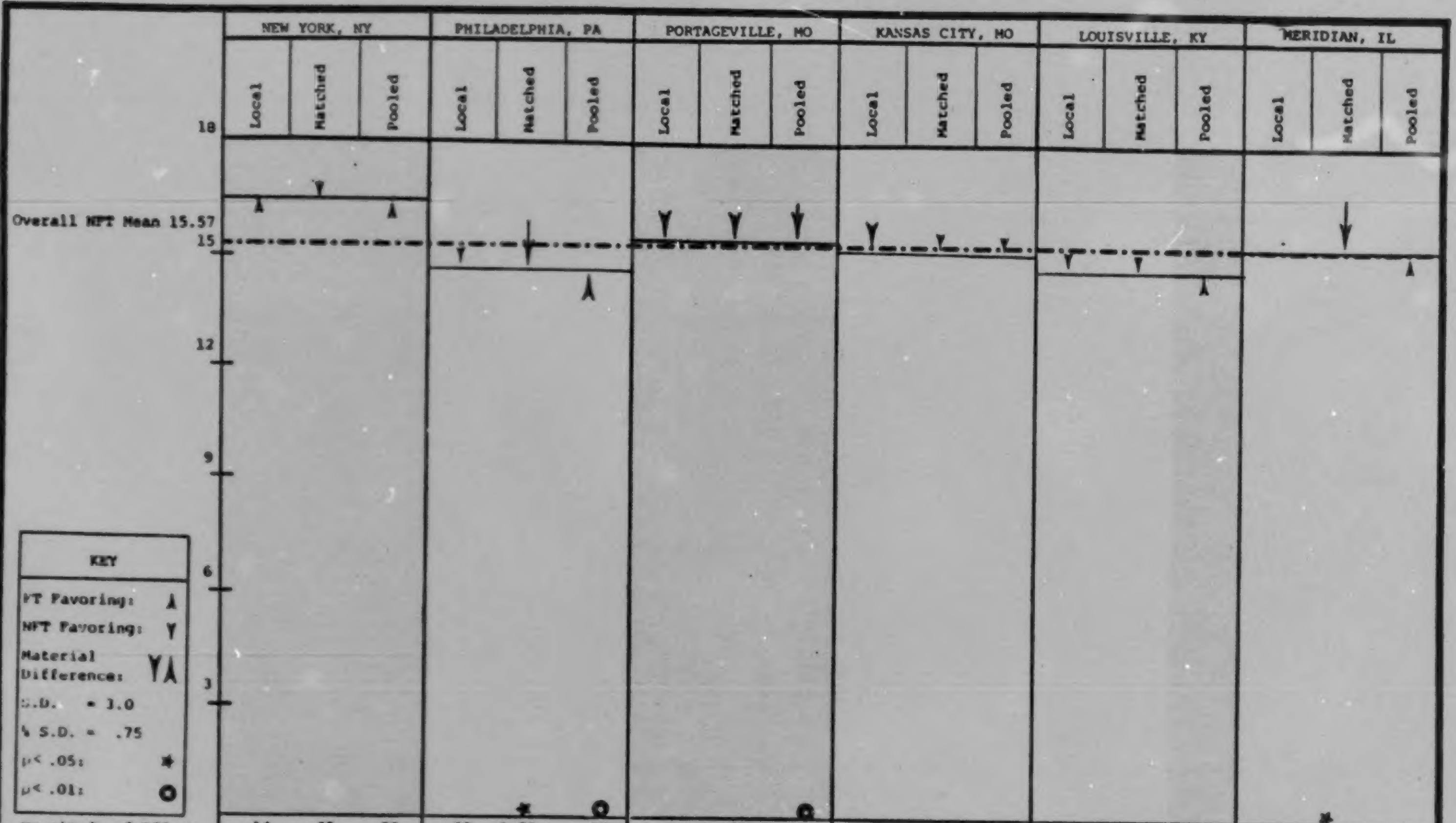


	NEW YORK, NY Local	Matched	Pooled	PHILADELPHIA, PA Local	Matched	Pooled	PORTAGEVILLE, MO Local	Matched	Pooled	KANSAS CITY, MO Local	Matched	Pooled	LOUISVILLE, KY Local	Matched	Pooled	MERIDIAN, IL Local	Matched	Pooled
Magnitude of Effect	1.77	1.06	4.84	1.01	-1.13	4.45	-2.89	-2.34	.32	-.12	1.56	3.70	-1.47	-.62	1.97		.74	3.80
Standard Error	1.67	2.72	1.10	1.32	1.74	.77	2.30	3.55	1.20	2.19	1.32	.94	1.69	1.43	.76		2.14	.94
FT Mean	38.44			36.08			35.19			36.77			34.62			36.81		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		

FKW PS FKW PS FKW PS FKW FKW

Table 9-8

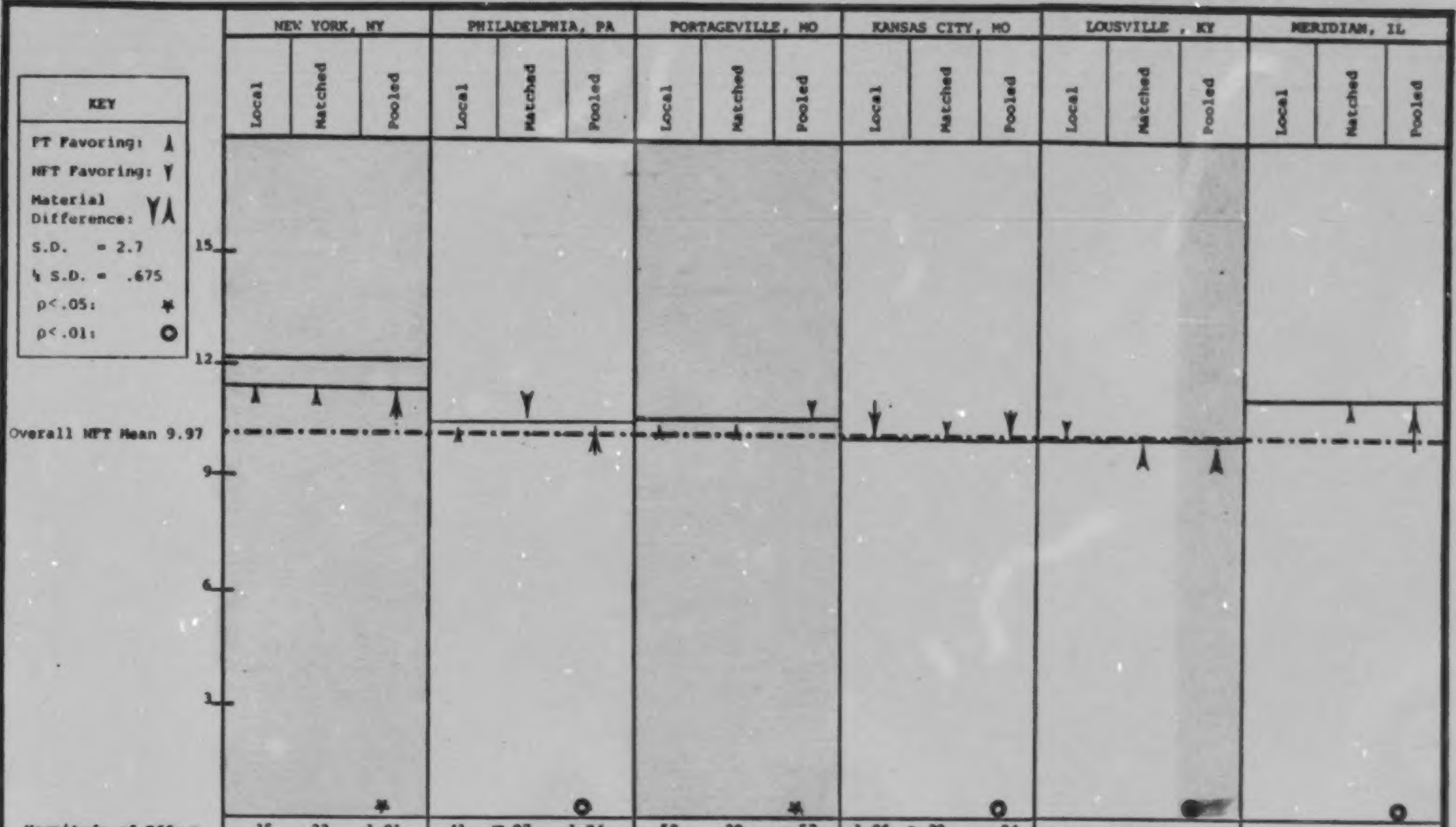
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY Local	Matched	Pooled	PHILADELPHIA, PA Local	Matched	Pooled	PORTAGEVILLE, MO Local	Matched	Pooled	KANSAS CITY, MO Local	Matched	Pooled	LOUISVILLE, KY Local	Matched	Pooled	MERIDIAN, IL Local	Matched	Pooled
Magnitude of Effect	.14	-.35	.56	-.22	-1.56	.95	-.75	-.75	-1.14	-.75	-.51	-.56	-.67	-.44	.27		-1.35	.37
Standard Error	.66	1.01	.32	.52	.59	.26	.91	1.36	.41	.88	.51	.34	.66	.56	.30		.65	.27
FT Mean	16.40			14.50			15.70			15.26			14.76			15.65		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW					FKW				

Table 9-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (-) FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUSVILLE , KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
			*			○			*			○			[illegible]			○
Magnitude of Effect	.15	.33	1.01	.41	-.97	1.04	.52	.20	-.57	-1.06	-.39	-.94	-.55	.77	.82		.49	1.44
Standard Error	.62	.94	.37	.49	.63	.26	.85	1.07	.36	.83	.56	.31	.66	.49	.25		.66	.26
FT Mean	11.35			10.35			10.78			9.93			10.00			11.23		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW						FKW			

Table 9-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN BA MODEL

	MAT Norm Population	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			Louisville, KY			MERIDIAN, IL			SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
			Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading																								
Spring Third Grade Median	61	58.0	59.7	55.0	52.4	52.0	58.3	61.8	64.8	55.0	54.0	58.3	55.2	50.2	49.9	48.4	57.3		64.8	55.6	56.9		52.4	56.0
Percentile of Median	50	40.0	44.8	30.0	22.8	22.0	40.6	53.2	63.2	30.0	28.0	40.6	30.8	16.8	15.8	12.8	37.2		63.2	32.4	35.8		22.8	34.0
Grade Equivalent	3.5	3.2	3.4	2.9	2.6	2.6	3.2	3.6	3.9	2.9	2.8	3.2	2.9	2.5	2.4	2.3	3.1		3.9	3.0	3.1		2.6	3.0
Percent 1 Year or More Below Grade Level	20	37.2	24.9	33.3	44.4	48.4	33.3	8.5	2.8	33.3	36.1	33.3	42.0	52.2	57.0	58.5	32.4		2.8					
Total Mathematics																								
Spring Third Grade Median	70.5	68.0	67.1	61.0	58.8	58.0	63.2	72.0	74.5	61.0	57.3	63.2	57.6	59.6	56.9	55.8	65.8		74.5	63.6	63.9		57.7	59.3
Percentile of Median	50	40.0	38.2	20.0	15.6	14.0	26.4	56.0	64.0	20.0	12.6	26.4	13.2	17.2	11.9	10.8	33.6		64.0	27.2	27.8		13.4	16.6
Grade Equivalent	3.75	3.6	3.5	3.0	2.9	2.8	3.2	3.9	4.1	3.0	2.7	3.2	2.8	3.0	2.7	2.6	3.4		4.1	3.2	3.2		2.8	2.9
Percent 1 Year or More Below Grade Level	12	27.9	19.2	38.1	46.3	48.4	33.3	10.6	5.6	38.1	50.8	33.3	49.3	40.0	52.7	58.5	19.1		5.6					
Spelling																								
Spring Third Grade Median	64	67.2	66.4	58.2	60.9	58.3	65.3	67.9	71.8	58.2	64.8	65.3	59.2	55.8	52.8	49.8	68.0		71.8	64.1	62.9		56.4	60.0
Percentile of Median	50	60.8	58.8	32.8	39.8	33.2	55.2	63.6	75.2	32.8	53.2	55.2	36.4	25.4	19.6	13.8	64.0		75.2	50.4	47.6		27.6	38
Grade Equivalent	3.6	4.1	3.9	3.0	3.3	3.0	3.7	4.2	4.7	3.0	3.7	3.7	3.0	2.8	2.5	2.3	4.2		4.7	3.6	3.5		2.8	3.1
Percent 1 Year or More Below Grade Level	22	30.2	19.6	19.0	35.2	37.9	22.2	8.5	2.8	19.0	27.9	22.2	33.3	46.7	54.8	62.3	22.1		2.8					
BEST MATCH SITE		E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO							

Table 9-11

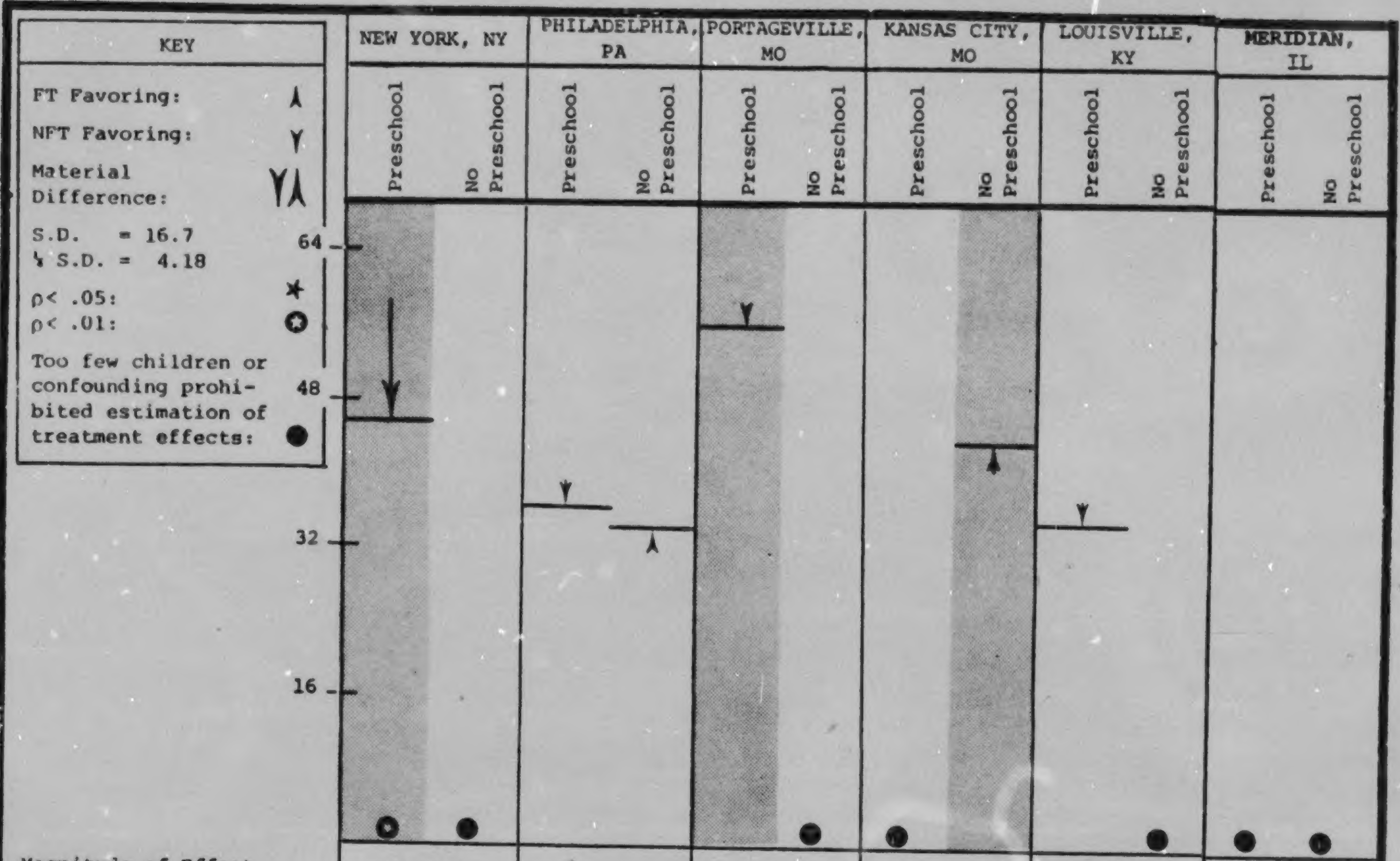
BACKGROUND VARIABLES AND OUTCOME MEASURES FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Preschool Information																		
Number	43	245	21	108	124	27	47	36	21	61	27	69	90	93	53	68		36
Percent 4+ Months	83	50		46	23	22	63	38		54	22	14	79	44	34	50		38
Percent None	12	08	04	36	28	44	30	53	24	22	44	32	09	20	58	13		53
Percent 1-3 Months		09		02		15	03	09		08	08	09		02		08		69
Percent No Information	05	33	76	16	49	19	04		76	14	14	45	12	34	08	29		
Fall Kindergarten WRAT																		
Preschool Mean	44.2	37.3		30.1	31.5	40.0	42.9	27.0		32.2	40.6	36.6	24.2	20.7	29.9	26.8		27.0
No Preschool Mean	38.3	25.4	39.8	22.3	25.4	21.8	27.6	30.9	39.8	28.2	21.8	28.3	19.4	18.1	24.4	35.7		30.9
*Other Mean**	26.0	29.9	39.1	32.3	25.1	26.6	30.3	18.7	39.1	23.2	26.6	29.6	21.4	18.7	32.5	27.0		18.7
Income																		
Preschool Mean	4500	5574		5219	5133	4166	3776	3536		4259	4166	5250	3143	4721	3765	4083		3536
No Preschool Mean	4500	5028	4300	4318	4930	4542	5964	6368	4300	3500	4542	3571	2688	7368	4548	6890		6368
*Other Mean**		5385		4250		5667	2000	5167		5200	5667	4900		5500		5000		5167
MAT Total Reading																		
Preschool Mean	45.0	51.3		36.7	41.0	51.0	56.6	54.0		39.6	51.7	36.6	35.9	35.9	31.5	45.3		54.0
No Preschool Mean	55.2	48.7	44.4	33.7	36.1	40.3	52.1	63.7	44.4	44.3	40.3	40.2	33.5	34.3	31.9	56.6		63.7
*Other Mean**	22.0	46.4	44.1	43.8	34.0	48.2	48.3	67.0	44.6	40.2	48.2	37.4	31.2	30.7	31.5	43.2		67.0
MAT Total Math																		
Preschool Mean	57.7	63.2		45.5	48.0	59.2	67.4	65.8		40.9	59.2	34.3	45.0	43.9	37.4	56.8		65.6
No Preschool Mean	74.4	57.8	54.0	40.0	46.1	38.7	63.2	80.4	54.0	45.9	38.1	44.0	46.5	39.6	51.3	69.3		80.4
*Other Mean**	34.0	54.3	44.7	49.1	39.6	54.3	58.7	59.0	44.7	38.1	54.3	40.8	46.6	37.4	35.8	51.1		59.0
BEST MATCH SITE	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 9-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY		PHILADELPHIA, PA		PORTAGEVILLE, MO		KANSAS CITY, MO		LOUISVILLE, KY		MERIDIAN, IL	
	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool
Magnitude of Effect	-11.20		-3.81	.21	-2.19			.08	-1.88			
Standard Error	3.01		3.59	3.48	5.29			5.81	4.20			
FT Mean	45.00		36.71	33.69	56.57			44.29	35.94			
No. of FT Children	36	5	49	39	30	14	33	14	71	8	34	9
No. of non-FT Children	124	19	29	35	14	19	6	12	41	19	14	19

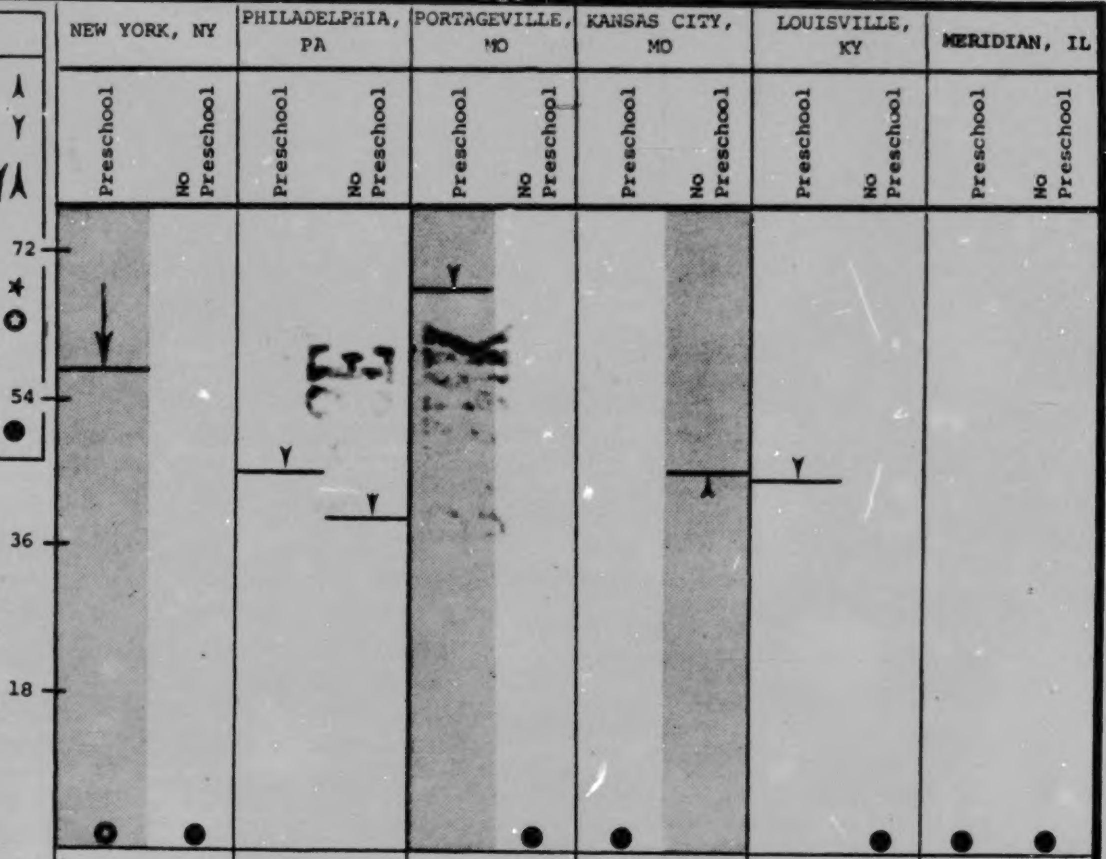
FKW FKW FKW

Table 9-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN BA MODEL

KEY

FT Favoring: ⅄
NFT Favoring: Y
Material Difference: Y⅄
S.D. = 18.3
½ S.D. = 4.58
ρ< .05: ★
ρ< .01: ✪
Too few children or confounding prohibited estimation of treatment effects: ●



	NEW YORK, NY Preschool	NEW YORK, NY No Preschool	PHILADELPHIA, PA Preschool	PHILADELPHIA, PA No Preschool	PORTAGEVILLE, MO Preschool	PORTAGEVILLE, MO No Preschool	KANSAS CITY, MO Preschool	KANSAS CITY, MO No Preschool	LOUISVILLE, KY Preschool	LOUISVILLE, KY No Preschool	MERIDIAN, IL Preschool	MERIDIAN, IL No Preschool
Magnitude of Effect	-10.36		-1.56	-2.41	-2.99			2.48	-2.17			
Standard Error	3.58		4.27	4.23	6.28			7.06	7.34			
FT Mean	57.72		45.49	40.05	67.37			45.86	44.99			
No. of FT Children	36	5	49	39	30	14	33	14	71	8	34	9
No. of non-FT Children	124	19	29	35	14	19	6	12	41	19		

FKW FKW FKW

CHAPTER TEN

COGNITIVELY ORIENTED CURRICULUM MODEL
High/Scope Educational Research Foundation

Overview

The Cognitive Curriculum is a developmental model which focuses on encouraging fundamental social and conceptual abilities such as communication and cooperation as a basis on which to build, at each child's own rate, academic skills. The sites included in this analysis are located in two large cities, New York and Chicago, and one small city, Okaloosa Co., FL. The summary of FT favoring (+) and NFT favoring (-) effects at these sites is shown in Figure 10-1. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed.

While at the end of third grade the FT children are not performing well in academic measures included in this evaluation, their entry characteristics indicate that these children are especially disadvantaged; they have lower pretest scores and come from households whose average income is $1000 below FT average. Comparisons with the MAT norms on Total Reading, Total Math, and Spelling (see Figure 10-2) indicate many children, particularly in Okaloosa Co., are performing one or more years below grade level.

Description of the Model

The Cognitive Curriculum model dates from the fall of 1968 as a Follow Through program. Currently, it is implemented in ten sites; five are urban and five are rural. This model is based in part on development theory and cognitive structure defined by Piaget. The focus is on development of children's ability to reason. Goals for children include develop-

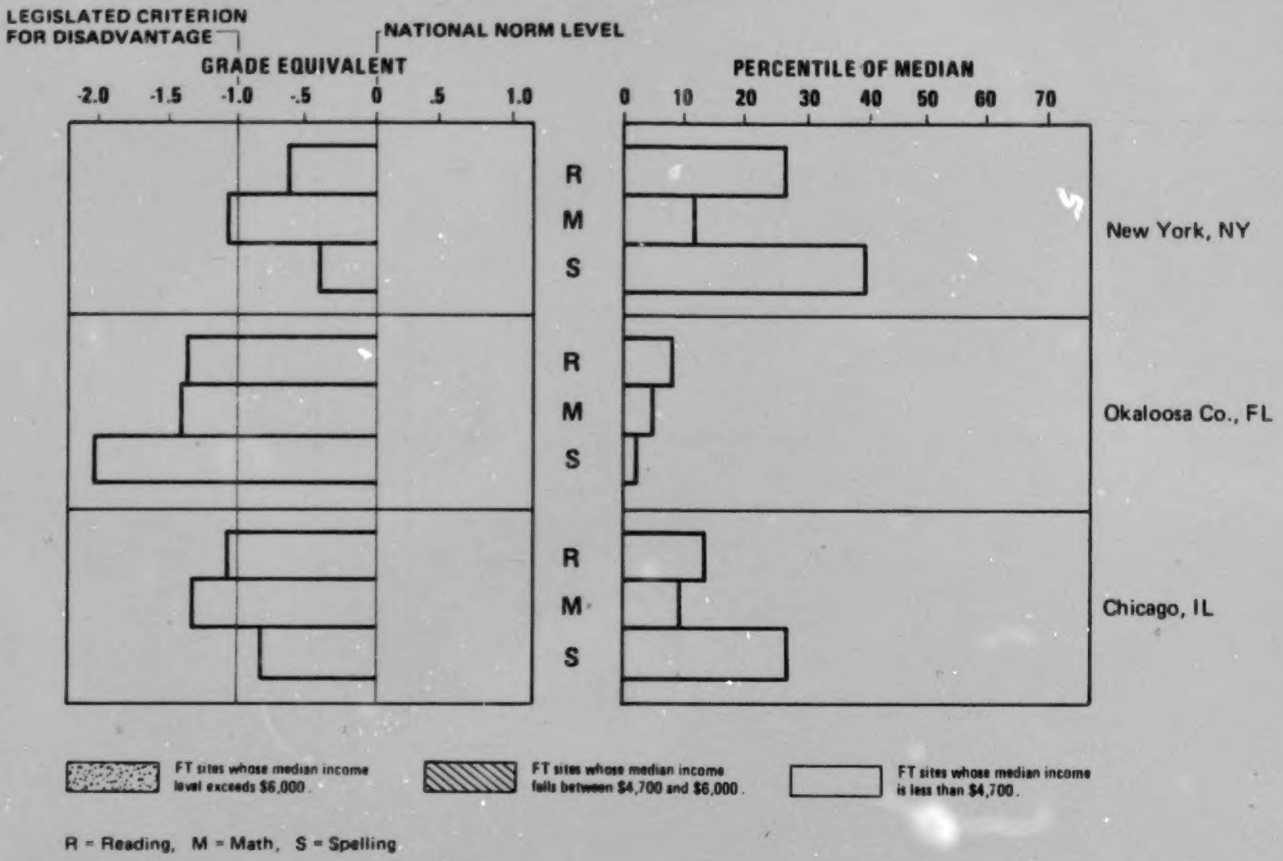
Figure 10-1
SUMMARY OF EFFECTS FOR COGNITIVELY
ORIENTED CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading	-		-				-	-	-
Total Math	-		-			-	-		-
Spelling	-		-				-	-	-
Language	-	-	-				-	-	-
Raven's	-	-	-			+	-		
Coopersmith			+			+	-		
IARS (+)			+				-		-
IARS (-)							-		-
Word Knowledge	-		-				-	-	-
Reading	-		-				-		
Math Concepts	-		-			-	-		-
Math Computations	-		-				-		-
Math Problem Solving	-		-			-	-	-	
Language Part A						+	-	-	-
Language Part B	-	-	-			-	-		-

PS PS FKW PS PS PS FKW FKW

ment of skills in initiating and sustaining independent activity, defining and solving problems, articulating thoughts through language, assuming responsibility for one'e own decisions and action, and working cooperatively with others to make decisions. The approach is designed to provide experiences through which children can develop their conceptual and reasoning processes, as well as their competencies in academic areas. The model provides a framework for structuring the classroom and for arranging and sequencing equipment and material in learning centers. These centers focus on math, science, reading, social studies, art, and on interests such as housekeeping, construction, or puzzles. Dion reading, Nuffield and Cusinaire math, AAAS, and SCIS science materials are used. Children choose their activities and work with teachers in small groups.

Figure 10-2
Grade Level Equivalent and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in COGNITIVE CURRICULUM MODEL



Staff development is an essential component of this sponsor's model. Teachers are taught to be catalysts and motivators of children's learning, rather than skill trainers or information providers. This objective is pursued through intensive training courses which occur three times a year. These courses are designed to sensitize the teachers to the way children think and behave at different stages of development, and to supplement the sponsor-provided Teacher's Manual. Training and developing logical thinking skills in four major cognitive areas which include classification, seriation, spatial relations, and temporal relations, are a part of the teacher training program.

Central to this sponsor's model is the focus on parent involvement as an essential component of the success of the child's education. The goals for parent participation include the development of a sense of community between the school's and parents' objectives for children, and building the support for improving the fundamental parent-child relationship. Although the home visiting programs vary from community to community the sponsor's intent is that either the teacher or a home visitor, knowledgeable in the curriculum, will bring the essential features of this curriculum into the home. In this way, the child's learning at home can be reinforced by the parents through use of materials found in the home. Various other kinds of parent activities are also found in these communities. Some of these activities are: neighborhood meetings centered on topics such as home management, nutrition, selling and employment; providing an information network to inform parents about jobs; establishing a parent store where foods and other homemade goods can be sold or exchanged; and holding PAC meetings and various other committee meetings. This sponsor encourages parent activities which are responsive to the needs and interests of the community. In summary, this is a cognitively oriented curriculum which has both structured and unstructured components.

Description of the Learning Environment

As shown by Figure 10-3, the Cognitive Curriculum model has clearly implemented in all three sampled sites an unstructured classroom learning environment that places more emphasis on emotional climate than on academic skills. However, New York shows a considerably higher degree of individualization and academic emphasis than do the other two sites. Cognitive Curriculum teachers show above average degrees of satisfaction with the sponsor.

As Figure 10-4 shows, parents in New York are considerably above average in the parent child interaction factor (one of the two optimal factors, I and II). Parents in Okaloosa Co. are below average on this dimension and there is little difference among the sites on perception of school receptivity. The Chicago site stands out as having an especially high level of parental involvement (factors III-V). The New York site is consistently below the overall sample mean in parental involvement, while the Okaloosa Co. site appears to have a moderate level of parental involvement. Cognitive Curriculum parents appear somewhat ambivalent in their satisfaction with the sponsor (factors VI-IX). While parents are

Figure 10-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR COGNITIVE CURRICULUM MODEL

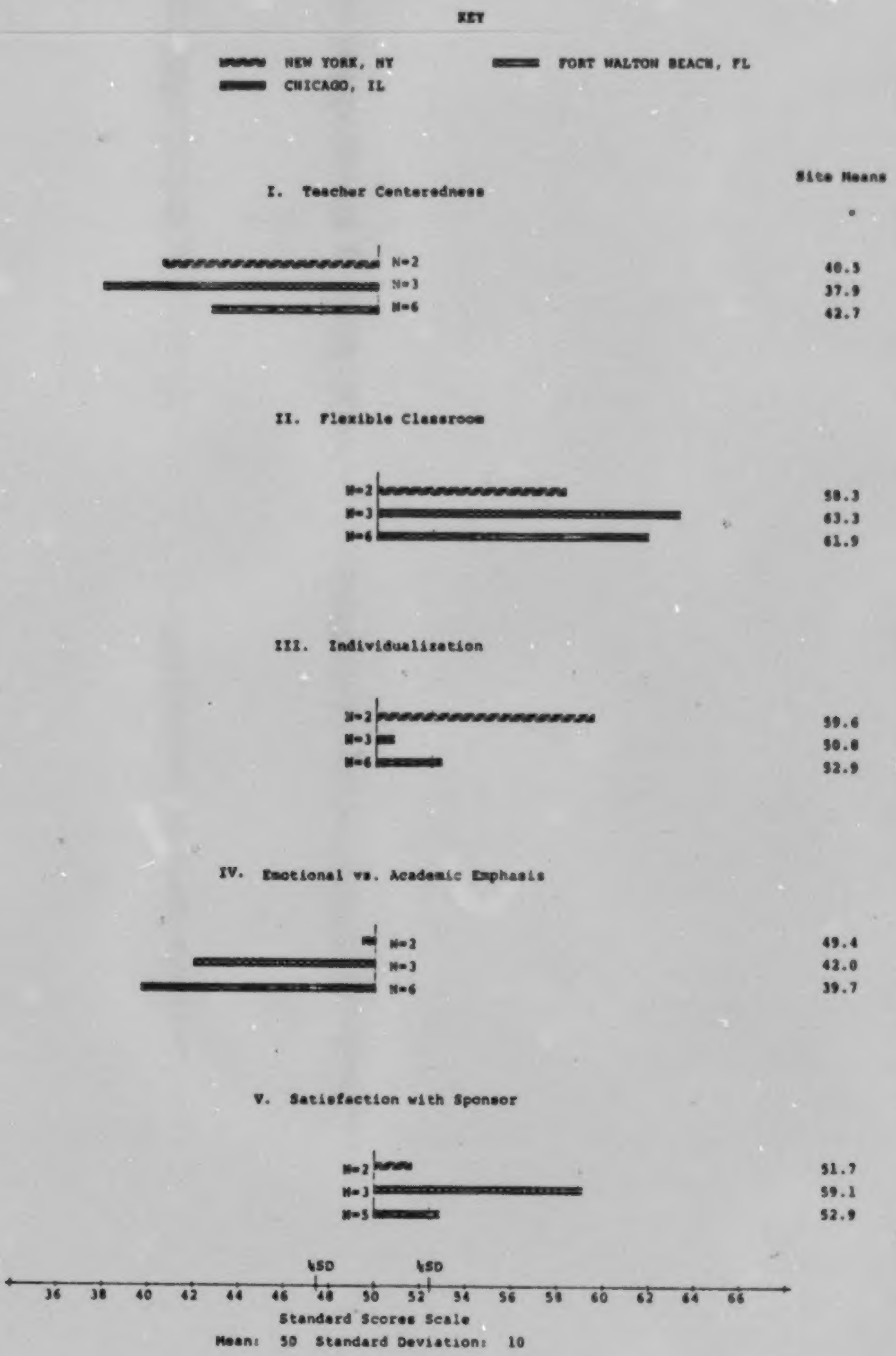
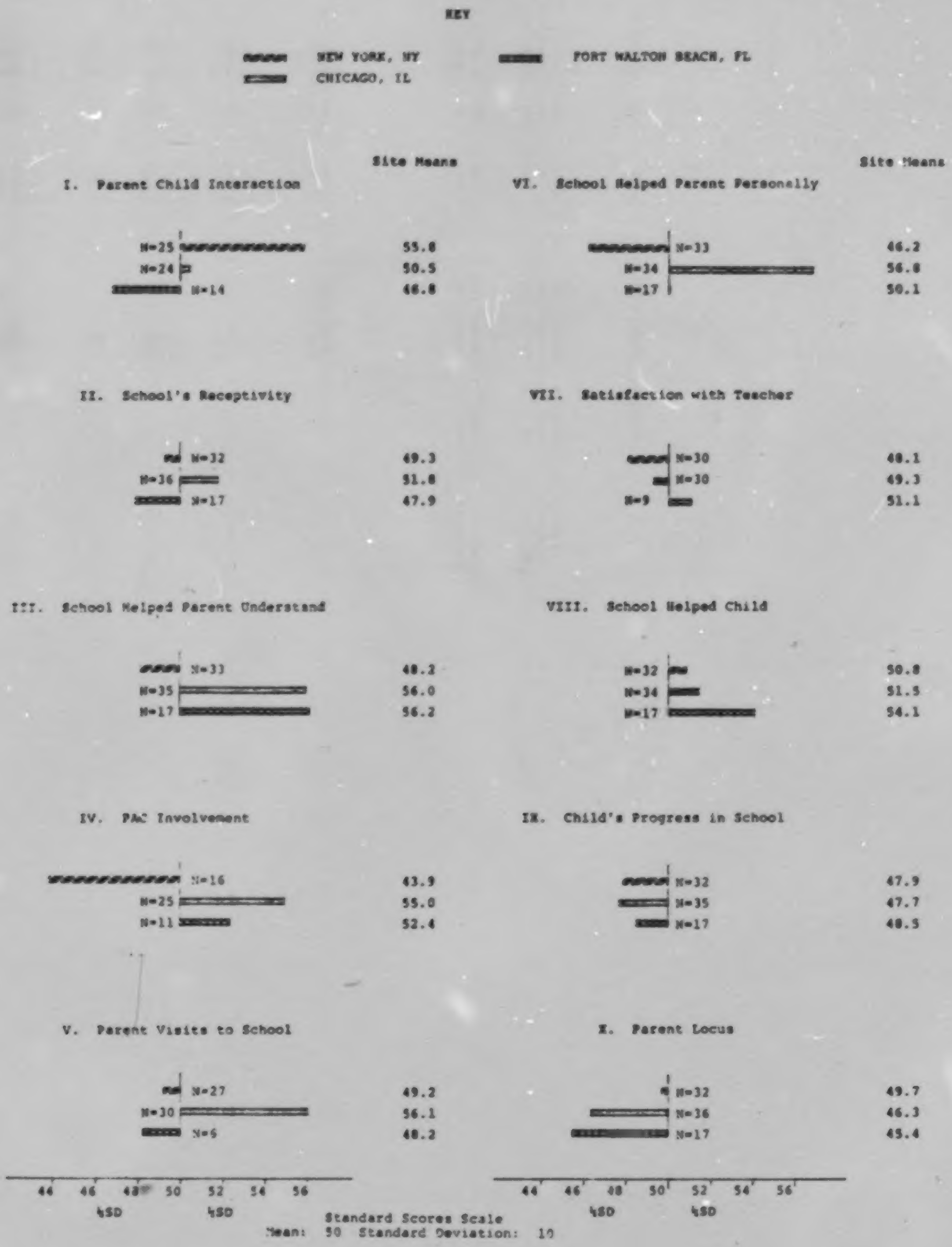


Figure 10-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM PARENT QUESTIONNAIRE FACTORS FOR COGNITIVE CURRICULUM MODEL



above average on the school helped child factor, they are below average on the child's progress in school, and, except for Okaloosa Co., satisfaction with teacher factor. Parents in Chicago and Okaloosa Co. are considerably below average in their perceptions of control over their environment. Additional information is contained in Appendix Tables A10-2, A10-4, and A10-5.

Characteristics of the Sample

This sponsor works with some of the more disadvantaged groups in the analytic sample. The samples, which are primarily Black, report some of the lowest incomes and more families where the mother is the only parent present. Although over three-quarters of the FT group and almost half the NFT children have attended preschool, their kindergarten entry scores are among the lowest in Cohort II. As is typical within this cohort, less than half of the mothers have completed high school. Table 10-1 contains the background variables for this sponsor's analytic sites.

Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 10-2 through 10-5;
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 10-6 through 10-9);
- standardized scores for MAT subtests (Table 10-10);
- effects for the preschool analyses (Tables 10-12 and 10-13).

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

- effects on the MAT partial subtests (Table A10-6 through A10-12)
- attrition (Table A10-13);
- ethnic distribution (Table A10-16);
- background variables for Cohort III analyses (Table A10-17);

Table 10-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match			
Children in Analytic Sample															
Number	52	245	69	18	19	27	48	37	35						
Fall Kindergarten WRAT															
Mean Score	30.5	33.3	30.2	28.1	19.8	27.4	17.0	30.0	20.0	25.2	27.7		29.8	29.6	
Percent with Preschool	88	88	42	100	65	46	67	30	57	85	61		81	49	a
Number Responding	50	163	38	18	17	22	48	37	30						
Children's Ethnicity															
Percent Black	100	78	90	100	100	100	94	14	100	98	64		70	57	11
Percent White	0	0	10	0	0	0	6	86	0	2	29		19	34	87
Percent Other	0	22	0	0	0	0	0	0	0	0	7		11	10	2
Family Income in Median Dollars	4150	5250	3375	3625	2700	4000	3333	8834	5083	3703	5595		4733	5964	9590
Number Responding	40	92	36	18	17	21	48	37	28						
Mother's Education															
Percent High School Graduates	46	57	40	59	6	50	26	70	28	44	44		46	46	51
Number Responding	37	91	35	17	16	18	47	37	29						
Female Heads of Household															
Percent	51	41	50	67	71	57	35	11	63	51	41		42	34	9
Teachers															
Number	3	22	20	4	4	4	6	10	9						
Teacher Education															
Percent B.A. or Less	0	9	61	0	50	75	50	80	33	17	46		34	45	
Percent More than B.A.	67	36	28	100	25	25	50	0	44	72	20		42	34	
Percent More than M.A.	33	54	11	0	25	0	0	20	22	11	33		24	21	
Teaching Experience															
Total Years	8.7	9.0	6.4	11.5	11.8	5.8	7.4	8.0	13.7	9.2	9.6		8.3	10.9	
BEST MATCH SITE	Richmond, VA			Kansas City, MO			Rochester, NY								

- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A10-18 through A10-20);
- standardized scores for MAT subtests for Cohort III (Table A10-21);
- teacher questionnaire cluster variables for Cohort III (Table A10-1);
- teacher background characteristics for Cohort III (Table A10-2).

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A10-2);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A10-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A10-14 and A10-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A10-15 and A10-23);
- ethnic distribution for Cohort III (Table A10-24).

New York, NY

The FT and local NFT groups in New York are generally typical of the sponsor in terms of income but are high on pretest mean. The ethnic distribution of the FT group closely matches the overall sponsor FT distribution, and the NFT groups are closely matched in terms of Black representation, though less closely in terms of White and "other" representation. A comparison of FT children with local NFT groups reveals a close match on pretest level and ethnicity, but an NFT-favoring difference in median income. The best matched site is Richmond, VA, whose NFT sample is closely matched on entry level and ethnicity, but with an FT-favoring difference in income and percent with preschool experience.

The FT/matched and FT/pooled NFT comparisons have been greyed; discussed here is only the FT/local NFT comparison.

Third grade posttest results favor the local NFT on all academic measures: Total Reading, Total Math, Spelling, and Language. NFT-favoring differences also are observed on the Raven's.

When compared with the MAT norm group, FT pupils perform about one-half year below grade level on Total Reading, one year below grade level on Total Mathematics, and near grade level on Spelling, with substantial percentages performing one year or more below grade level on all three major tests. The local NFT group performs at or near grade level while the best matched NFT site is one-half year below grade level on all three tests.

No preschool comparisons were possible since most FT children attended preschool.

Chicago, IL

The FT group is typical of this sponsor on income, ethnicity, and entry level. The local NFT group shows a lower than sponsor average mean entry score and income level in addition to showing substantially different ethnic composition. The FT and local NFT groups show FT-favoring differences in entry level, percent with preschool, and mother's education. The best matched site is Kansas City, MO, and is closely matched in all respects except for a lower percentage of NFT preschool experience.

All NFT comparisons have been greyed for this site and are not discussed here.

When compared with the MAT norm group, the FT and local NFT groups perform approximately one year below grade level in Total Reading and Total Math. The FT group also performs more than one-half year below grade level in Spelling while the NFT group is over one and one half years below grade level.

All FT children attended preschool, precluding analyses of this dimension.

Okaloosa Co., FL.

The FT group in Okaloosa Co. is typical for this sponsor with respect to ethnicity and income, but shows a lower than sponsor average entry score. The local NFT is typical for this sponsor in terms of entry level, but is conspicuously different in ethnic composition and much higher than the sponsor average in income. A comparison of the FT and local NFT groups reveals NFT-favoring differences in entry score and income, and a nearly all Black FT group vs. an almost completely White NFT group. The local NFT group is favored on mothers' education, and has only about half as high a percentage of children with preschool experience. The best matched site is Rochester, NY, which, in comparison with the FT group, is closely matched in ethnic composition and entry level, but has a higher income level.

The FT/local and FT/pooled NFT comparisons have been greyed; we discuss only the FT/matched NFT comparison.

On the third grade posttests, the matched NFT performance surpasses that of the FT group on the Total Reading, Spelling, and Language tests.

In comparison with the MAT norm population, the FT group performs about one year below grade level on Total Reading and Total Math, and two years behind in Spelling, with over three-quarters of the group performing one year or more below grade level on all tests. The local NFT group performs at or near grade level on all three tests, while the best matched NFT group is approximately one year below grade level on all three tests.

Analyses of the data on preschool experience produced results consistent with the overall picture presented above.

Cohort III Effects to Date

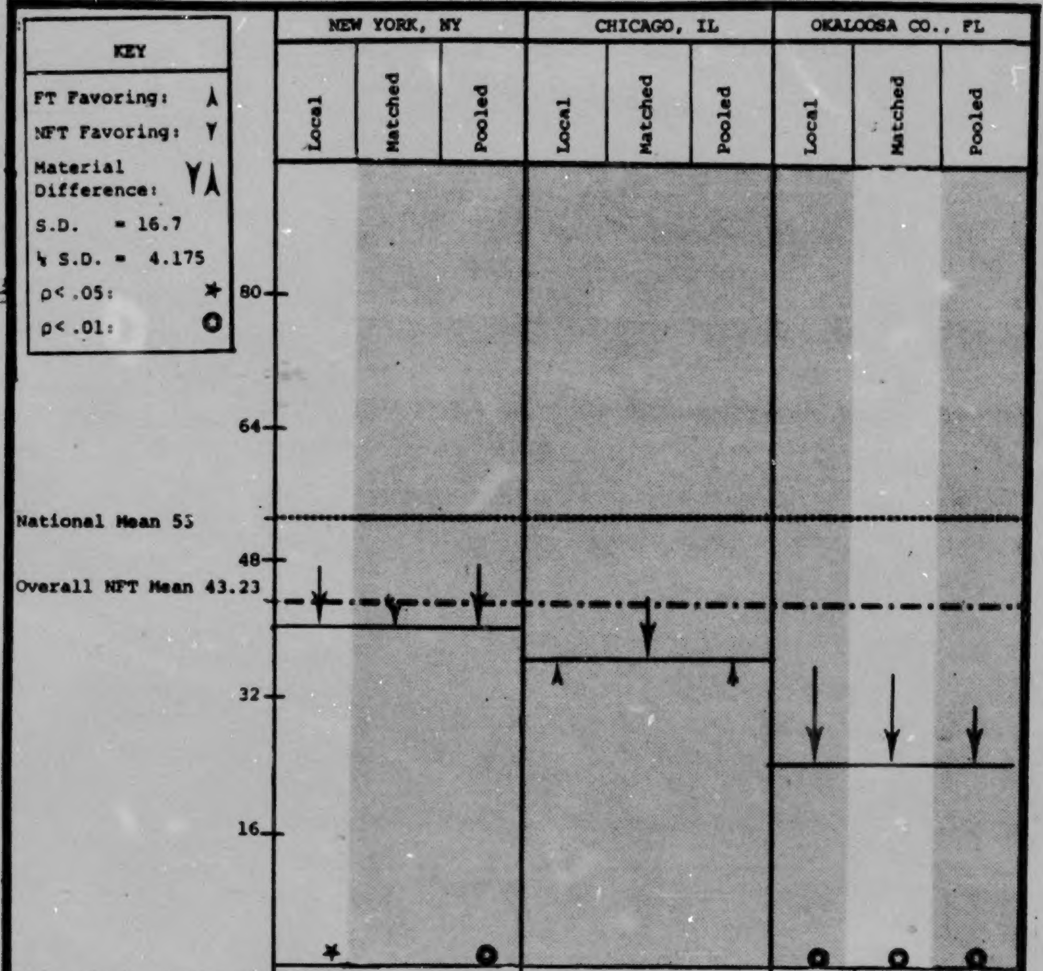
The three Cohort II Cognitive Curriculum sites in the analyses are also found in the Cohort III sample and the comparisons across sites for the two cohorts are very similar. The children in the Cognitive Curriculum model do not perform as well as the comparison children. Furthermore, the norm scores for these sites are substantially below grade level in both cohorts, with the single exception of the New York group's spelling scores which are close to grade level. There are, however, three additional sites in Cohort III and in two of these sites, Greeley and Denver, the FT children perform better in Total Reading and Spelling than comparison children and their norm scores are closer to grade level. Since the Cognitive Curriculum model appears to be well implemented in the Cohort II sites, this critical aspect of program operation cannot account for the difference among these sites. Furthermore, the Denver group is possibly the most disadvantaged group served by the Cognitive Curriculum model while Greeley appears to be the least disadvantaged.

Summary

In Cohort II, the Cognitive Curriculum model is present in three sites. Although the FT and NFT do not appear to be comparable in at least one of these sites, the sites do offer a variety of circumstances within which the impact of this sponsor may be assessed. Overall, at the end of Cohort II, there are no positive effects which reflect the goals that this sponsor describes. Cohort II analyses of second grade data show similar patterns. As is the case with certain other sponsors included in the analyses, outcome measures in addition to the ones available might have been able to demonstrate effectiveness in domains which herein go untapped.

Table 10-2

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-7.05	-3.22	-7.41	.68	-6.98	2.33	-11.72	-10.31	-6.66
Standard Error	3.05	3.31	2.13	6.25	5.60	2.88	1.55	2.88	1.30
FT Mean	40.21			36.17			24.25		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		

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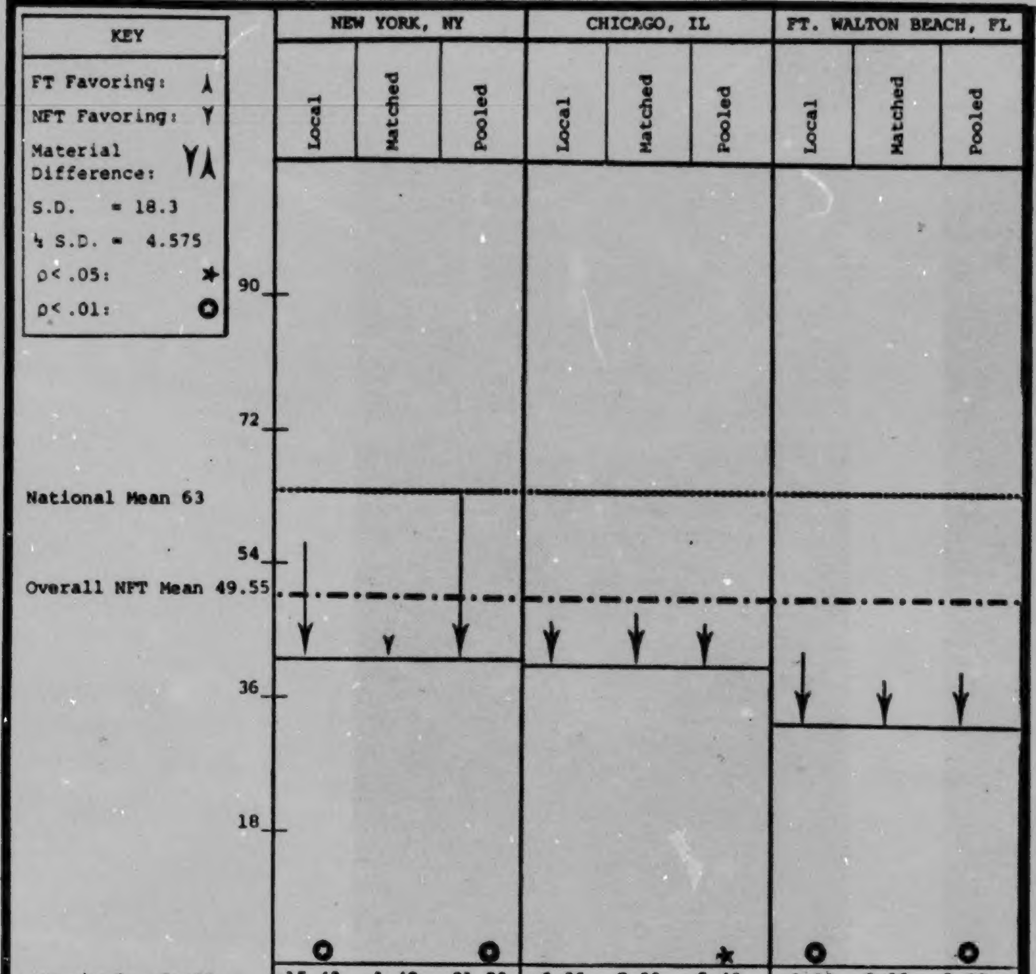
Table 10-3

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



	NEW YORK, NY			CHICAGO, IL			FT. WALTON BEACH, FL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-15.43	-1.48	-21.83	-6.36	-7.33	-5.40	-9.83	-6.26	-8.20
Standard Error	3.79	3.48	2.30	7.74	5.56	2.70	1.92	3.20	1.47
FT Mean	40.98			39.00			31.79		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		

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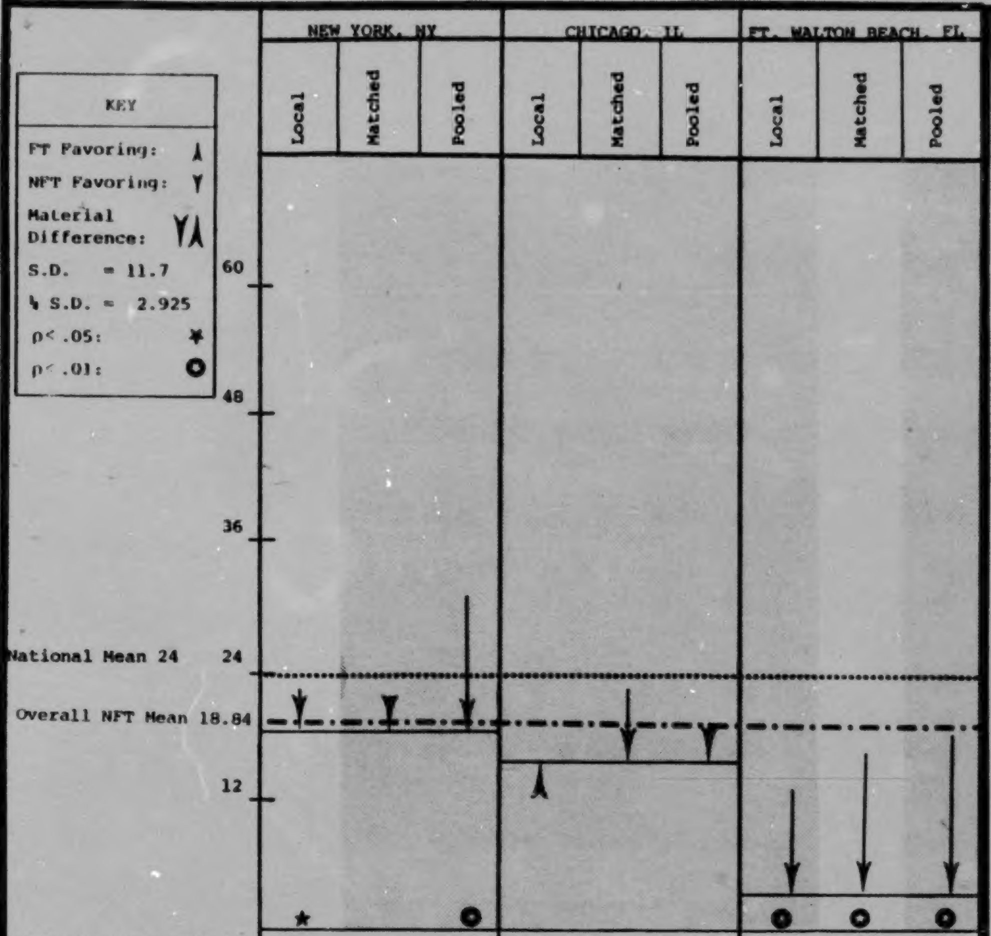
Table 10-4

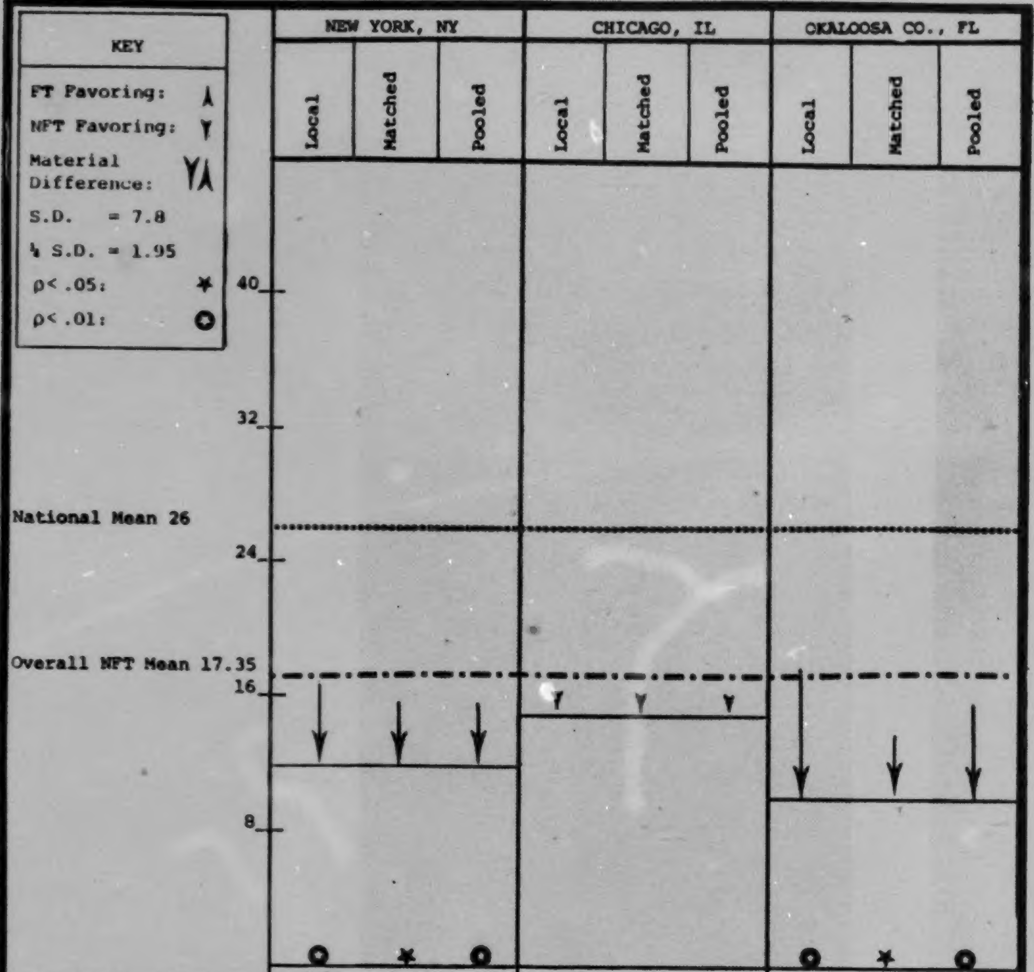
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN COGNITIVE CURRUCULUM MODEL



	NEW YORK, NY			CHICAGO, IL			FT. WALTON BEACH, FL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-4.42	-3.56	-12.18	3.15	-7.34	-4.78	-9.77	-13.14	-15.26
Standard Error	2.21	2.43	1.63	4.51	4.16	2.60	1.12	2.71	1.16
FT Mean		18.36			14.22			4.17	
No. of FT Children		52			18			48	
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		
		PS	PS	PS FKW	PS	PS	FKW		FKW

Table 10-5

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-4.80	-3.62	-5.88	-1.06	-.49	-1.00	-7.52	-3.51	-5.86
Standard Error	1.38	1.48	.93	2.83	2.23	1.12	.71	1.30	.61
FT Mean	12.00			14.94			10.08		
No. of FT Children	57			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		
		PS	PS	PS FKW	PS	PS	FKW		FKW

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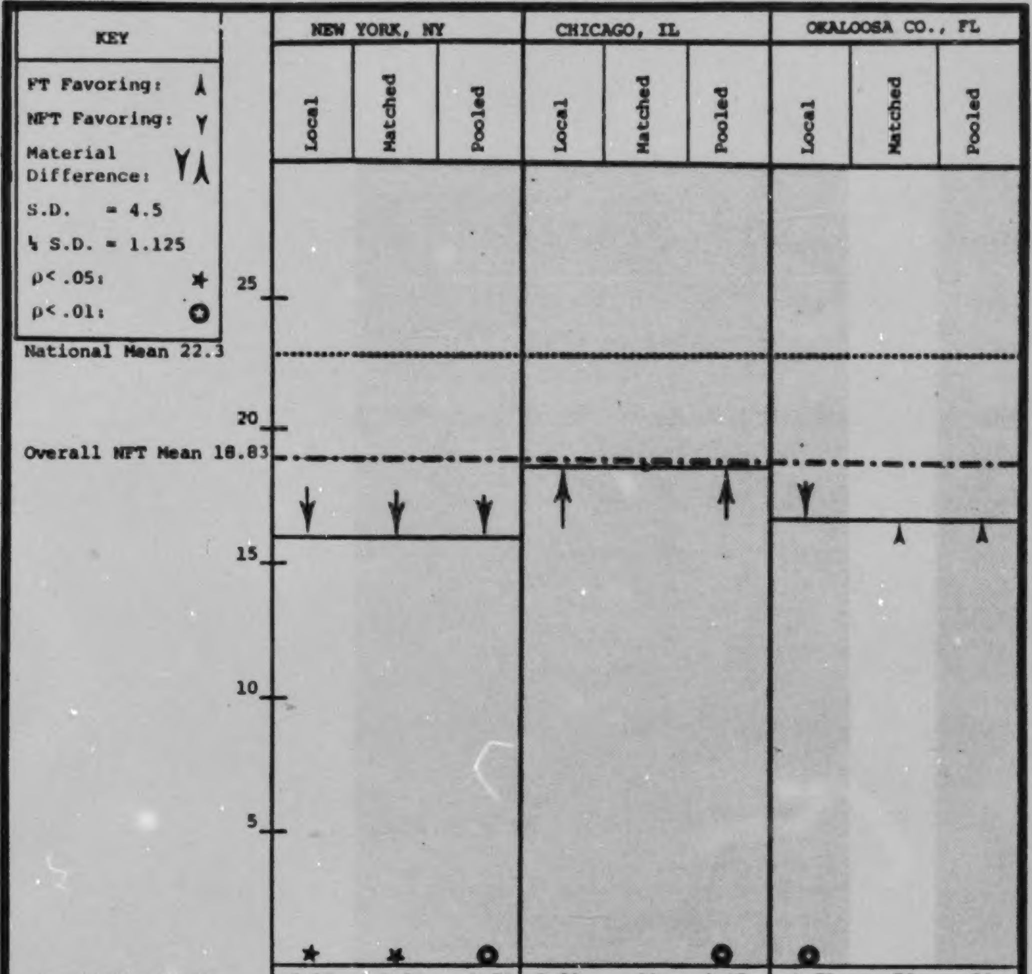
Table 10-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN COGNITIVE CURRICULUM MO

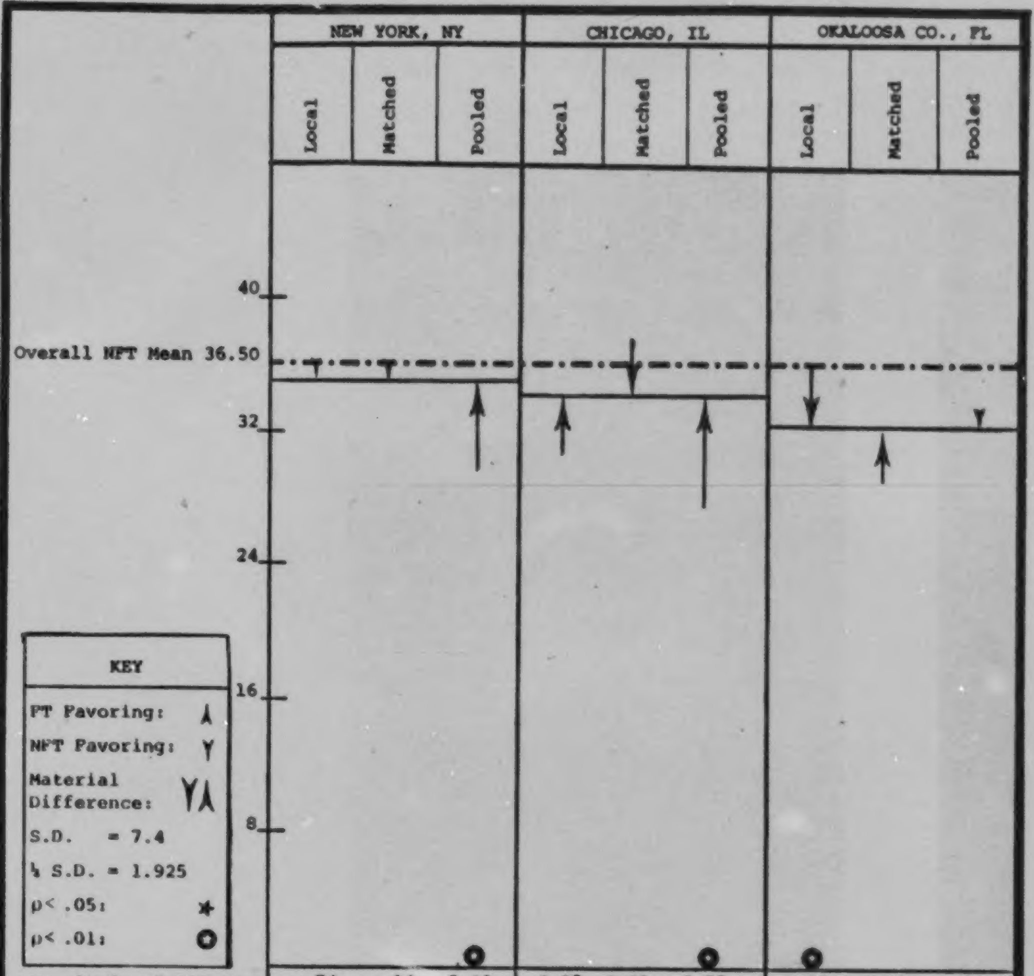


	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled	OKALOOSA CO., FL Local	OKALOOSA CO., FL Matched	OKALOOSA CO., FL Pooled
Magnitude of Effect	-2.13	-1.94	-1.78	2.52	.00	2.07	-1.71	.73	.52
Standard Error	.88	.88	.55	1.79	1.51	.72	.45	1.21	.59
FT Mean	15.83			18.44			16.50		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		

PS PS PS PS PS FKW FKW
FKW

Table 10-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN COGNITIVE CURRICULUM MODE

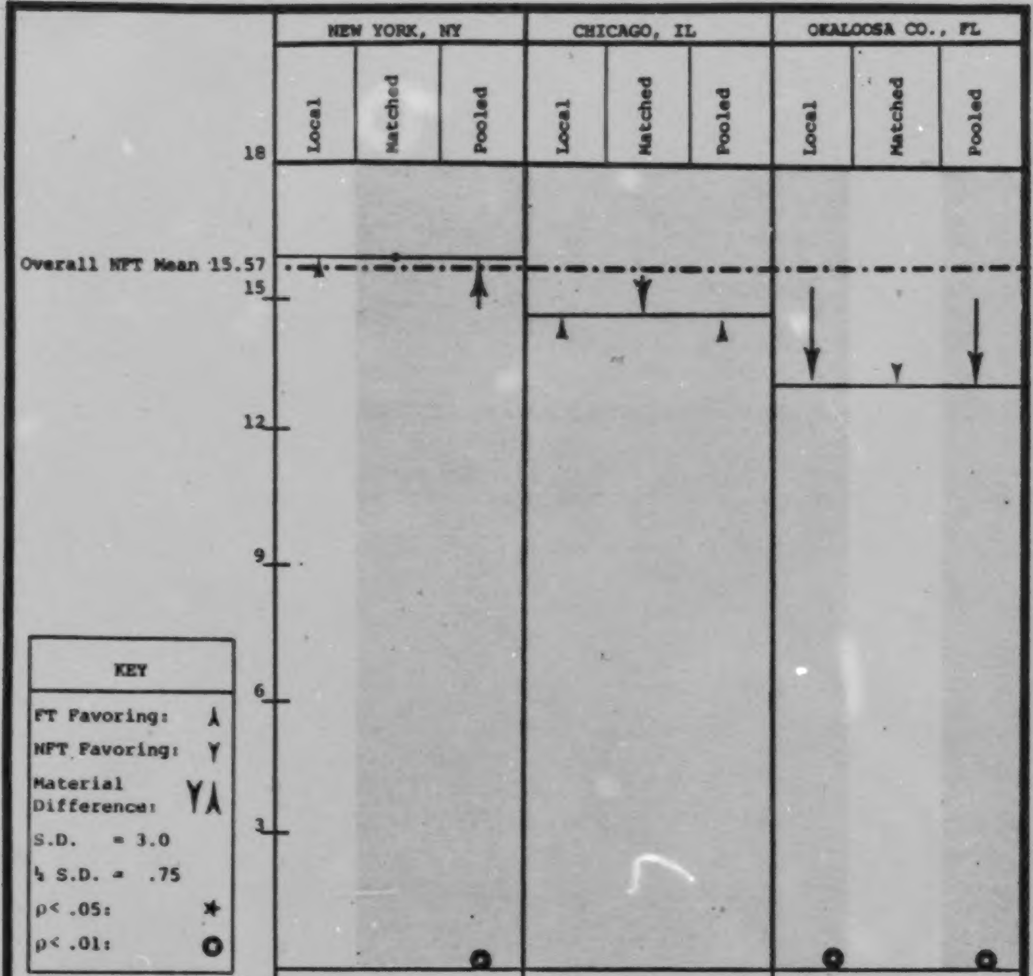


	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled	OKALOOSA CO., FL Local	OKALOOSA CO., FL Matched	OKALOOSA CO., FL Pooled
Magnitude of Effect	-.74	-.14	5.09	3.20	-3.36	6.55	-3.72	3.34	-.03
Standard Error	1.47	1.58	1.05	3.05	2.61	1.37	.77	2.32	1.02
FT Mean	35.19			34.22			32.67		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		

	PS	PS	PS FKW	PS	PS	FKW		FKW

Table 10-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL

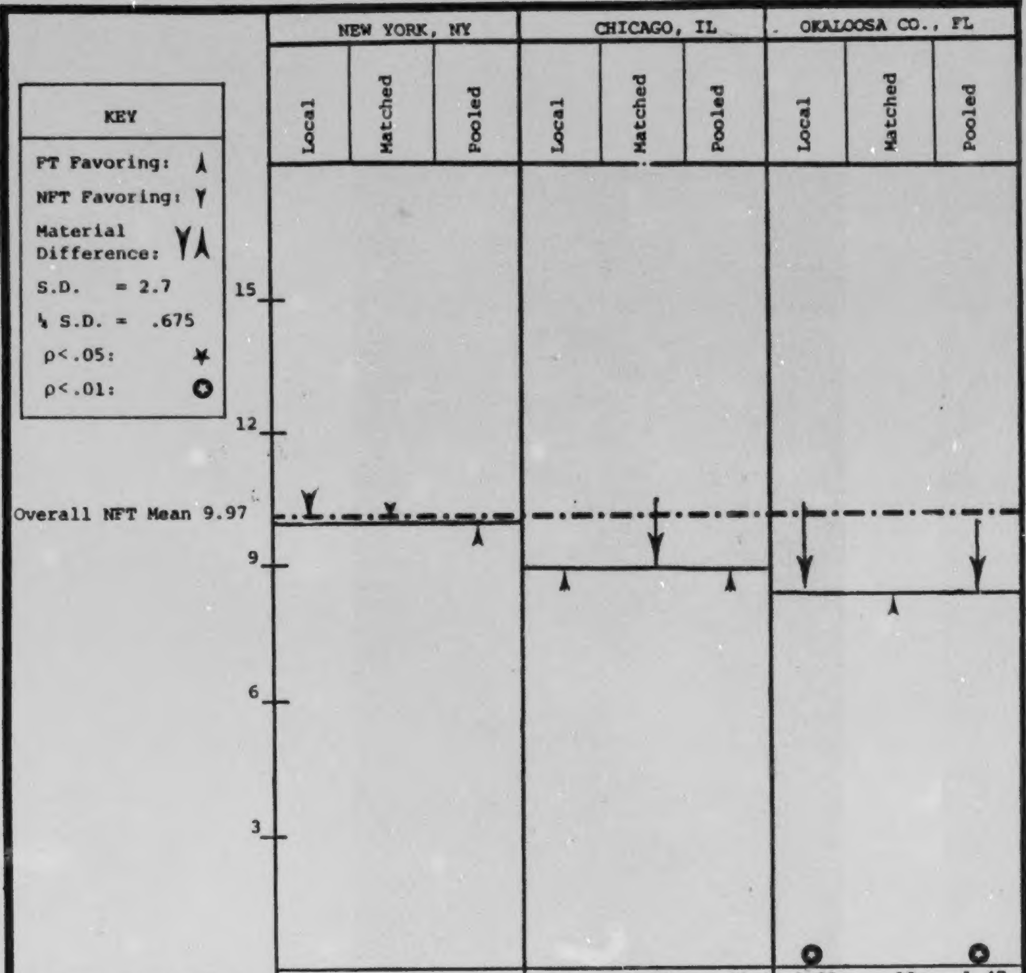


	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled	OKALOOSA CO., FL Local	OKALOOSA CO., FL Matched	OKALOOSA CO., FL Pooled
Magnitude of Effect	.01	.00	1.43	.59	-1.12	.68	-2.61	-.57	-2.06
Standard Error	.58	.56	.32	1.19	.90	.61	.28	.95	.47
FT Mean	15.83			14.44			13.27		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		

PS PS PS PS PS FKW FKW
FKW

Table 10-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON IARS (-) FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.88	-.44	.46	.09	-1.52	.02	-1.91	.12	-1.47
Standard Error	.58	.90	.36	1.18	.87	.52	.32	.83	.42
FT Mean	9.94			9.00			8.25		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		
		PS	PS	PS FKW	PS	PS	FKW		FKW

Table 10-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL

	MAT Norm Population	NEW YORK, NY			OKALOOSA CO., FL			CHICAGO, IL			SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
			Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading															
Spring Third Grade Median	61	53.5	59.7	55.2	44.2	57.8	48.4	48.5	48.0	58.3	48.7	55.2		52.4	56.0
Percentile of Median	50	26.0	44.8	30.8	7.2	39.2	12.8	13.0	12.0	40.6	13.4	30.8		22.8	34.0
Grade Equivalent	3.5	2.8	3.4	2.9	2.1	3.2	2.3	2.4	2.3	3.2	2.4	2.9		2.6	3.0
Percent 1 Year or More Below Grade Level	20	42.3	24.9	42.0	85.4	24.3	60.0	50.0	68.4	33.3					
Total Mathematics															
Spring Third Grade Median	70.5	56.5	67.1	57.6	50.2	65.2	56.0	53.5	53.2	63.2	53.4	61.8		57.7	59.3
Percentile of Median	50	11.5	38.2	13.2	4.9	32.4	11.0	8.5	8.2	26.4	8.4	22.4		13.4	16.6
Grade Equivalent	3.75	2.6	3.5	2.8	2.3	3.3	2.6	2.4	2.4	3.2	2.4	3.1		2.8	2.9
Percent 1 Year or More Below Grade Level	12	51.9	19.2	49.3	79.2	24.3	57.1	66.7	68.4	33.3					
Spelling															
Spring Third Grade Median	64	60.5	66.4	59.2	39.0	61.0	51.0	56.0	42.0	65.3	51.8	56.5		56.4	60.0
Percentile of Median	50	39.0	58.8	36.4	2.0	40.0	16.0	26.0	5.2	55.2	17.6	28.0		27.6	38.0
Grade Equivalent	3.6	3.2	3.9	3.0	1.5	3.3	2.4	2.8	1.8	3.7	2.5	2.8		2.8	3.1
Percent 1 Year or More Below Grade Level	22	38.5	19.6	33.3	87.5	32.4	54.3	44.4	73.7	22.2					
BEST MATCH SITE		Richmond, VA			Rochester, NY			Kansas City, MO							

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Table 10-11

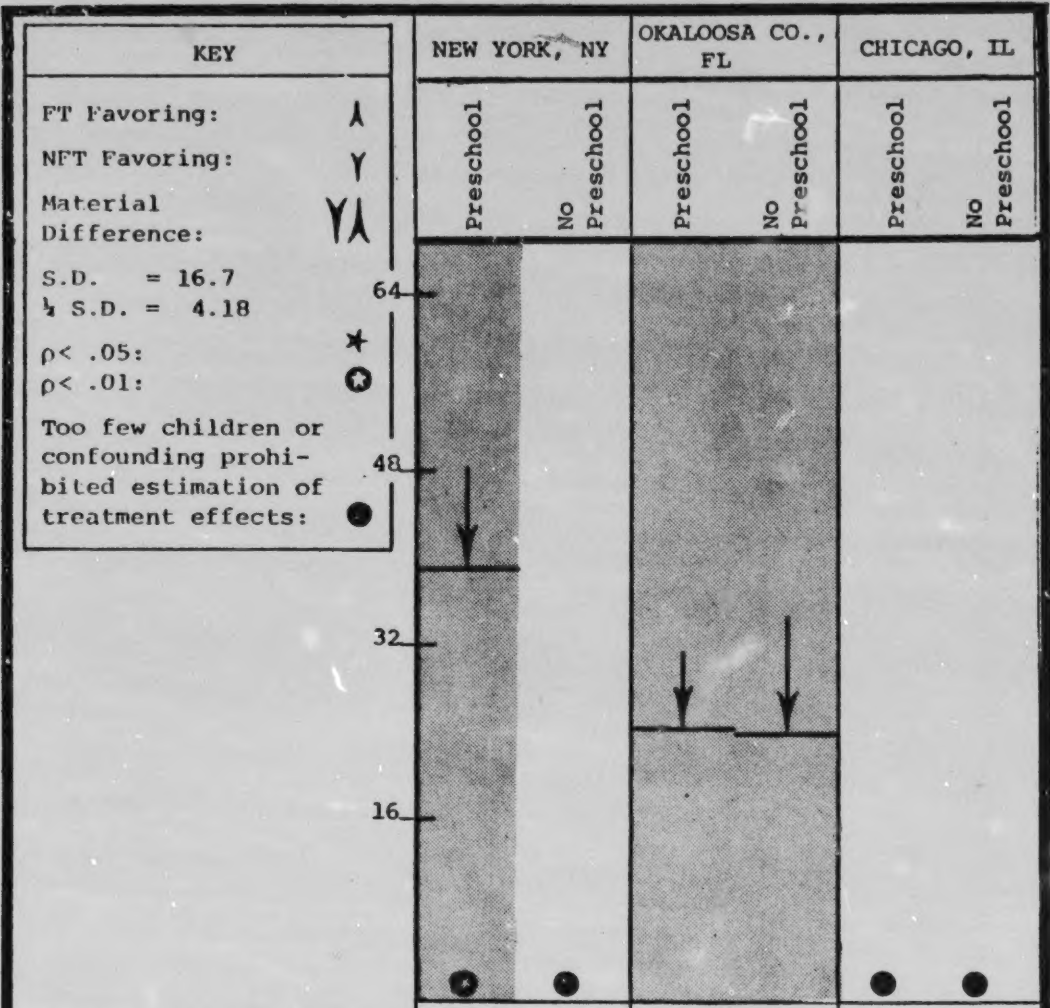
BACKGROUND VARIABLES AND OUTCOME MEASURES FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL		
	FT	**NFT**		**FT**	**NFT**		**FT**	**NFT**	
		Local	Best Match		Local	Best Match		Local	Best Match
Preschool Information									
Number	52	245	69	18	19	27	48	37	35
Percent 4+ Months	83	50	14	84	06	22	64	30	28
Percent None	12	08	32		32	33	22	70	37
Percent 1-3 Months	02	08	09	16	52	14	03		20
Percent No Information	03	33	45		10	18			14
Fall Kindergarten WRAT									
Preschool Mean	31.1	37.3	36.6	28.4	19.0	40.0	18.6	28.0	23.0
No Preschool Mean	24.0	25.4	28.3		15.5	21.8	14.2	30.8	15.9
*Other Mean**	33.7	29.9	29.6	26.7	22.4	26.6	12.0		22.0
Income									
Preschool Mean	4662	5574	5250	4900	2500	4166	3532	7800	5400
No Preschool Mean	4750	5028	3571		2917	4542	3438	7711	5250
*Other Mean**		5385	4900	3000	3200	5667	1500		4500
MAT Total Reading									
Preschool Mean	39.4	51.3	36.6	35.3	22.0	51.7	24.5	38.7	31.6
No Preschool Mean	37.0	48.7	40.2		22.5	40.3	23.9	50.6	31.5
*Other Mean**	58.7	46.4	37.4	40.3	32.0	48.2	22.0		34.0
MAT Total Math									
Preschool Mean	40.4	63.2	34.3	40.3	33.0	59.2	32.4	52.9	43.0
No Preschool Mean	39.0	57.8	44.0		32.8	38.1	30.3	57.3	39.9
*Other Mean**	54.0	54.3	40.8	32.7	41.7	54.3	37.0		30.7
BEST MATCH SITE	Richmond, VA			Kansas City, MO			Rochester, NY		

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 10-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



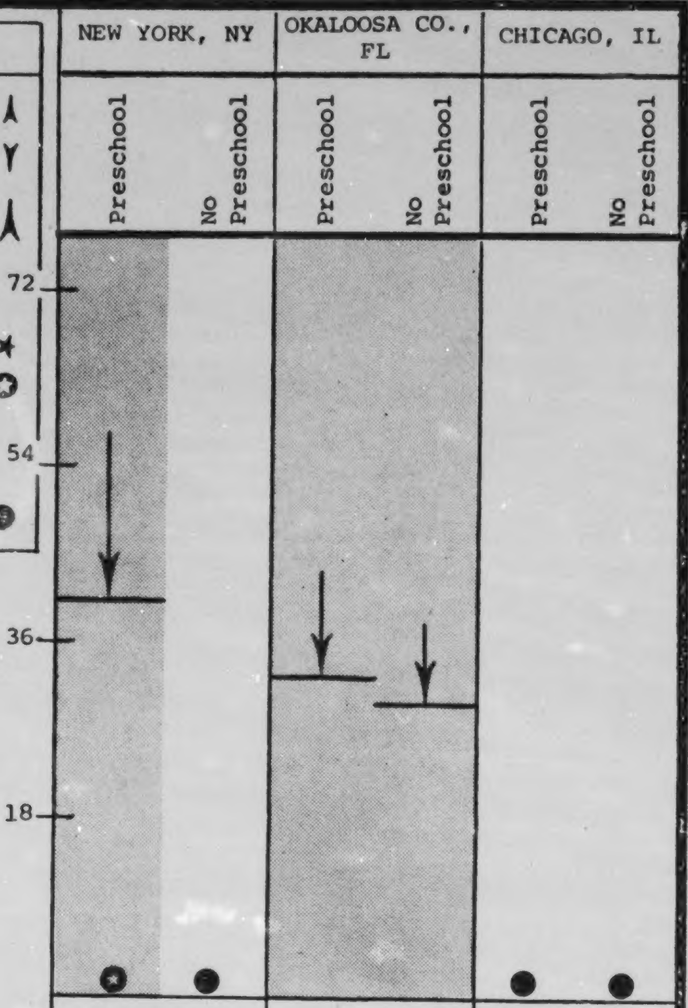
	NEW YORK, NY Preschool	NEW YORK, NY No Preschool	OKALOOSA CO., FL Preschool	OKALOOSA CO., FL No Preschool	CHICAGO, IL Preschool	CHICAGO, IL No Preschool
Magnitude of Effect	-8.18		-6.16	-10.16		
Standard Error	2.69		10.35	6.72		
FT Mean	39.37		24.52	23.88		
No. of FT Children	43	6	31	16	15	0
No. of non-FT Children	124	19	11	26	1	6
	FKW		FKW	FKW		

Table 10-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL

KEY

FT Favoring: ⅄
NFT Favoring: Y
Material Difference: Y⅄
S.D. = 18.3
¼ S.D. = 4.58
ρ< .05: ★
ρ< .01: ✪
Too few children or confounding prohibited estimation of treatment effects: ●



	NEW YORK, NY		OKALOOSA CO., FL		CHICAGO, IL	
	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool
Magnitude of Effect	-16.73		-9.91	-7.08		
Standard Error	3.39		13.05	8.39		
FT Mean	40.35		32.39	30.31		
No. of FT Children	43	6	31	16	15	0
No. of non-FT Children	124	19	11	26	1	6
	FKW		FKW	FKW		

CHAPTER ELEVEN

FLORIDA PARENT EDUCATION MODEL
University of Florida

Overview

The Parent Education model focuses on motivating parents to be primary educators of their children. For each class, two parents serve as teaching aides in the classroom and also visit the parents of all the children in the class, teaching them to teach their children. These parents also assist other parents with personal needs and problems.

The program is sampled in four large cities among a population with lower than FT-average income and pretest scores. The figure on the next page summarizes the FT-favoring (+) and NFT-favoring (-) effects in these sites. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). In the case of Philadelphia, certain effects have been "greyed" due to heterogeneity of regression (HET). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed.

Parents appear to be involved in ways the Parent Education model espouses. At every site they report greater PAC involvement and indicate greater efforts by the school to help them personally and explain educational goals than do the NFT parents. The students' achievement outcomes vary by site. The most positive results are in Houston where FT students score higher than the matched and pooled NFT comparison groups in Total Reading, Total Math and Spelling as well as most subtests. In general, the Jacksonville and Richmond groups show no difference and in Philadelphia FT students generally are not doing as well as NFT. Further, with the exception of Richmond FT, children in this model are performing one or more years below grade level in comparison with MAT norms (see Figure 11-2).

Figure 11-1

SUMMARY OF EFFECTS FOR PARENT EDUCATION MODEL

	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading			-								+	+
Total Math			-								+	+
Spelling			-			-			-		+	+
Language		-	-									
Raven's												
Coopersmith									+			
IARS (+)												
IARS (-)												+
Word Knowledge			-								+	+
Reading			-								+	+
Math Concepts			-								+	
Math Computations										+	+	+
Math Problem Solving			-								+	+
Language Part A									+		+	+
Language Part B		-	-						-			
	HET		FKW	PS	PS	PS						FKW

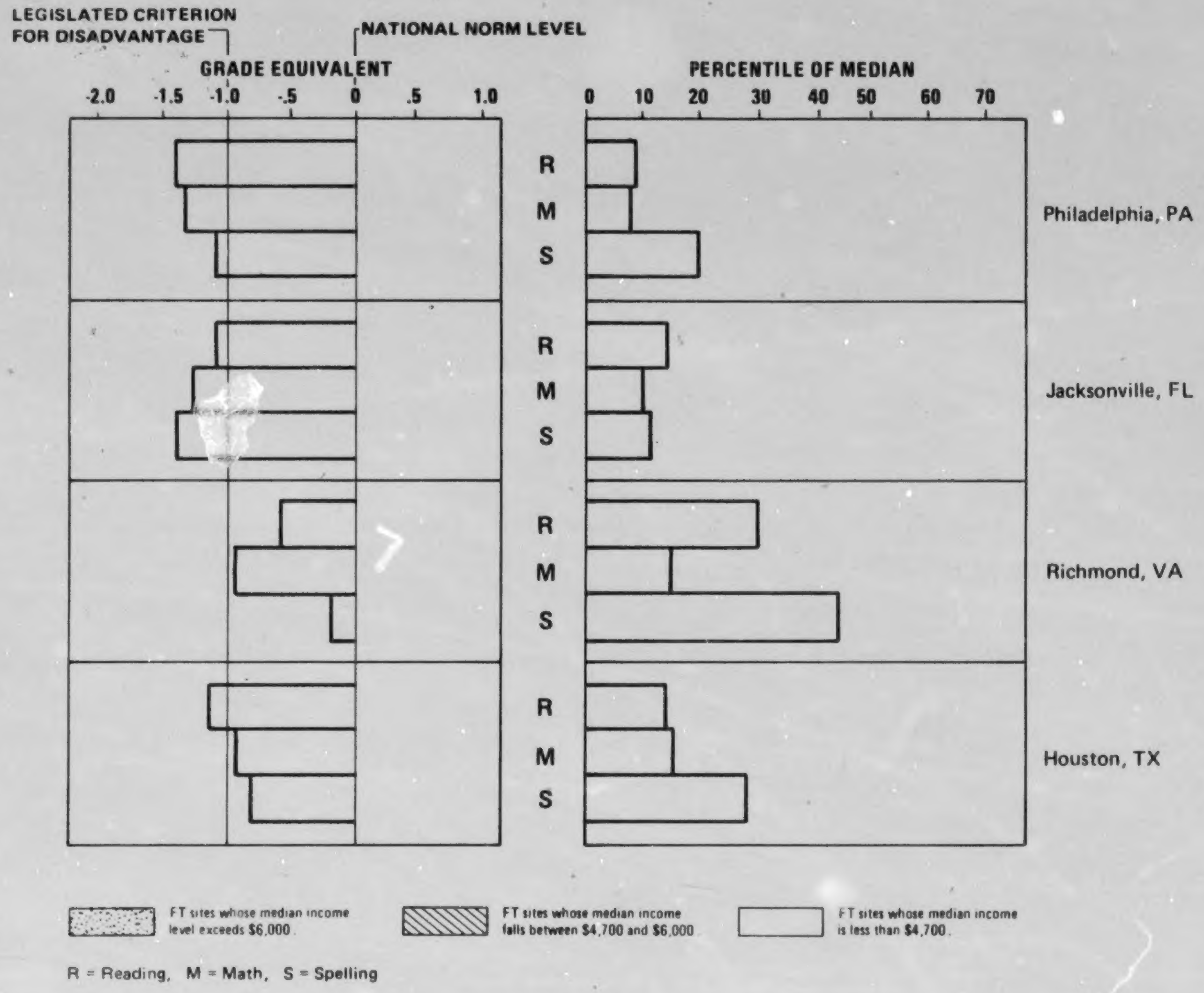
Description of the Model

The Parent Education Model has existed as a Follow Through sponsor since 1968. Currently it operates in eleven sites, seven urban and four rural. Basic to this model is the belief that parents, since they are uniquely qualified to guide their children's emotional and intellectual development, play a critical role in their children's education. Accordingly, this sponsor seeks to motivate parents to participate directly in their child's education both in the classroom and at home. The Parent Education Model does not enunciate specific achievement goals for children, nor does it recommend a particular classroom curriculum or teaching strategy; this model focuses exclusively on involving parents as equal partners in the educational process.

The Parent Education Model is operationalized through the Parent Educator, a specially trained home worker who teaches parents to teach

Figure 11-2

Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in PARENT EDUCATION MODEL



their children at home. (Parent Educators are themselves Follow Through parents.) Two Parent Educators are assigned to each classroom and spend half their time as instructional teaching assistants in the classroom and half in visiting parents. Every child's parent(s) are visited bimonthly by a Parent Educator. During this home visit, Parent Educators teach the parent to work with the child in completing specially developed, individually assigned learning tasks before the next visit. These learning tasks are crucial to this model and are developed by teachers and Parent Educators with appropriate assistance from the sponsor. Learning tasks are assigned by the teacher to meet the individual child's learning needs and supplement classroom instruction. A conscientious effort is made to construct tasks using materials commonly found in the home or easily obtainable. (When necessary, materials are provided by the Parent Educator.) Tasks are often Piagetian in nature. The Parent Educator insures that the parent thoroughly understands the task and how to use it with the child before leaving the home. During the next visit, the Parent Educator ascertains the child's response to the task and discusses the most appropriate "next step." Thus the parent becomes involved as a guiding force in the child's education. Following the home visit, the Parent Educator provides feedback to the teacher, who then assigns the next task.

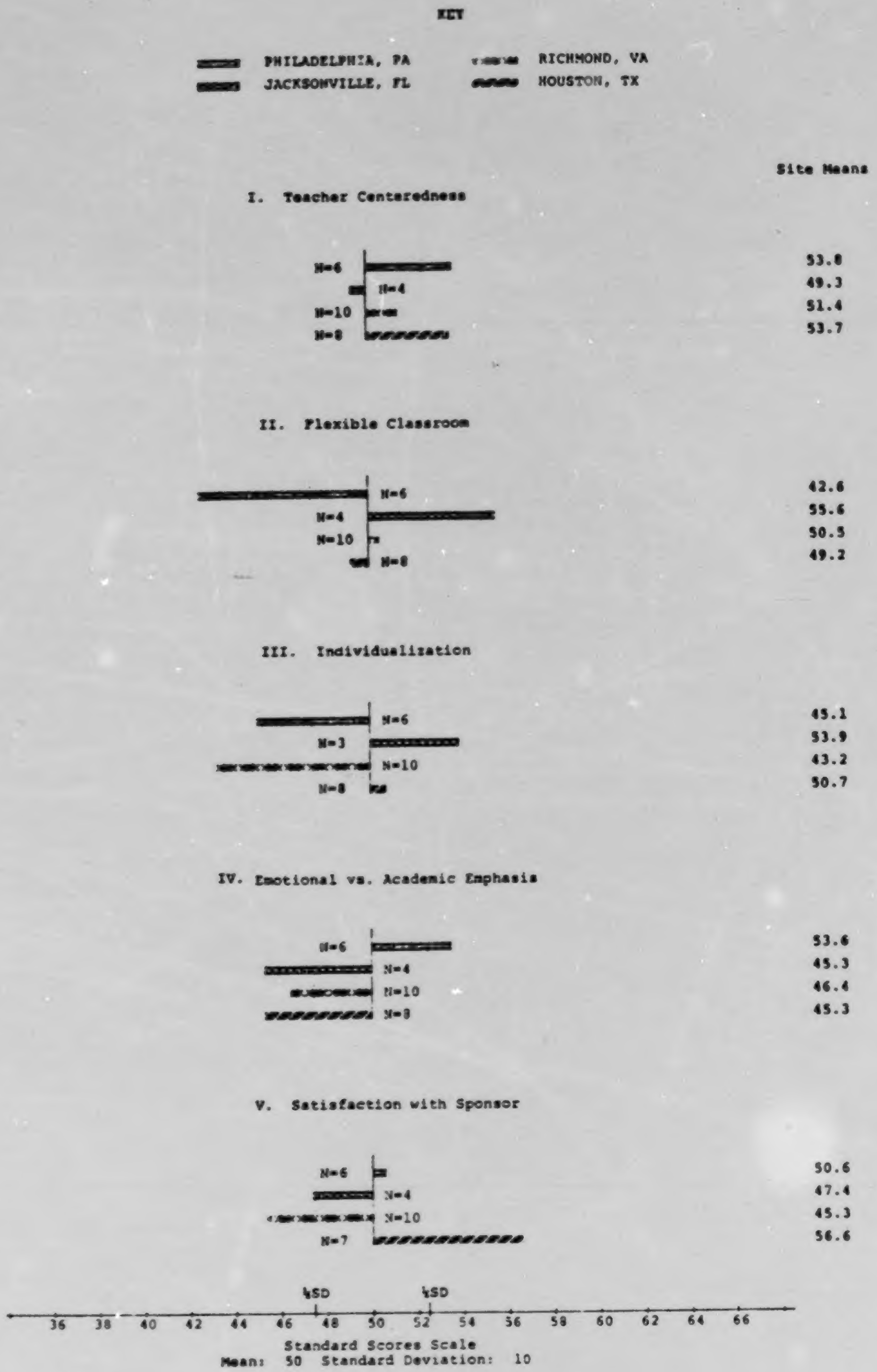
This partnership between home and school is reinforced by the assistance the Parent Educator provides with personal parent needs and problems. The Parent Educators are trained to make referrals for parents regarding medical, psychological, and social services and employment matters. Parent Educators also encourage parents to join PAC and participate in other school and community activities. In summary, this model seeks to teach parents, through the home-visit cycle, to cope successfully, to establish a home environment receptive to learning, to participate actively in their children's education, and to promote their children's self-esteem and learning abilities.

Description of the Learning Environment

As Figure 11-3 shows, the Parent Education model has been sampled in four sites. Generally, the classroom learning environments in Parent Education sites tend to be teacher-centered, but vary in degree of flexibility, individualization, and academic emphasis. Since this sponsor does not define a classroom learning environment for teacher implementation, this variability is not surprising. Philadelphia appears to have the most structured classroom learning environment and places the greatest emphasis on academic skills. Jacksonville appears to have least structured and most individualized classroom learning environment. Teachers in Parent Education sites, with the exception of Houston, indicate average to low satisfaction with the sponsor.

Figure 11-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR PARENT EDUCATION MODEL



As Figure 11-4 shows, this sponsor, as might be expected, has attained high levels of parent participation. Parent Education parents generally show above average degrees of PAC participation, parent-child interaction, and school receptivity. Parents also show exceptionally high levels on the school helped parents understand and participate factor and above average levels on the school helped parents personally factor. The Houston site deviates from the general picture, showing notably low levels on several factors. In terms of satisfaction with the sponsor, parents in Philadelphia and Jacksonville appear less satisfied than average, while those in Richmond and Houston appear moderately and well satisfied respectively. See Appendix Tables A11-2, A11-4, and A11-5 for more information on the teacher and parent samples.

Characteristics of the Sample

The Parent Education model is sampled in four large metropolitan cities, all of which closely resemble each other in terms of most entry characteristics. The pretest mean of both FT and NFT children in Richmond is higher than the sponsor average, and the Houston site serves a sample which is about two-thirds Black compared with almost completely Black samples in other Parent Education sites. On other entry characteristics the four sites are very similar.

When compared with the entry characteristics of children in all FT sponsors it is clear that the Parent Education model is dealing with sites which have lower than average pretest scores and lower than average incomes. It also serves a greater than average percentage of Black children. Table 11-1 displays the background variables for these sites.

Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 11-2 through 11-5);
- the Raven's Coloured Pregressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 11-6 through 11-9);

Figure 11-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM PARENT QUESTIONNAIRE FACTORS FOR PARENT EDUCATION MODEL

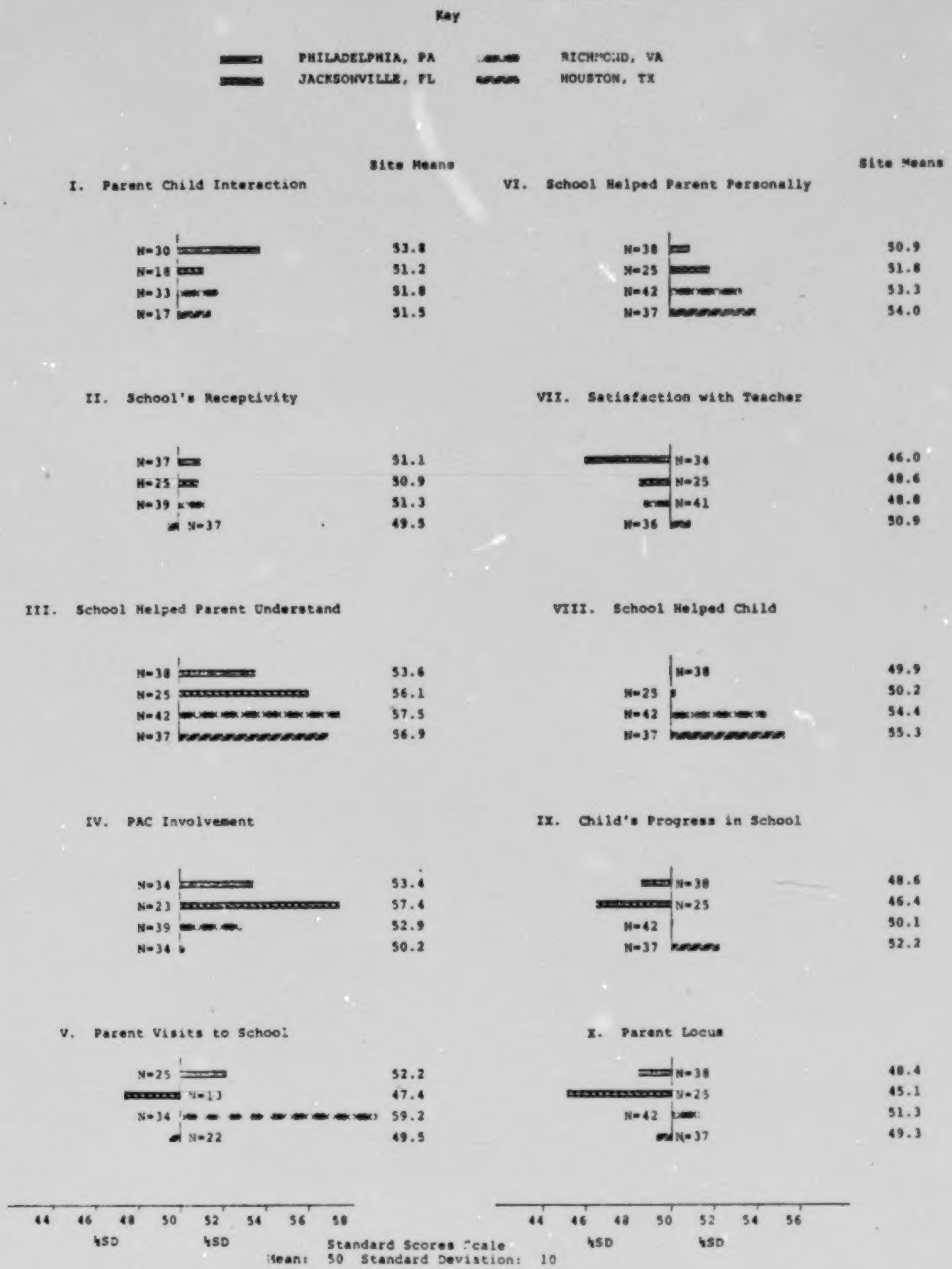


Table 11-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN PARENT EDUCATION MODEL

	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match			
Children in Analytic Sample																		
Number	46	124	53	15	53		111	69		95	78							
Fall Kindergarten WRAT																		
Mean Score	24.1	26.8	25.2	25.6	25.2		31.5	30.2		24.0	25.2		26.3	26.8		29.8	29.6	
Percent with Preschool	60	45	37	93	37		76	42		71	41		75	41		81	49	9
Number Responding	38	64	49	15	49		89	38		65	46							
Children's Ethnicity																		
Percent Black	96	83	100	100	100		99	90		70	55		91	82		70	57	11
Percent White	2	1	0	0	0		1	10		0	4		1	4		19	34	87
Percent Other	2	16	0	0	0		0	0		30	41		8	14		11	10	2
Family Income in Median Dollars	3750	4786	3500	3250	3500		3250	3375		3875	3850		3531	3878		4733	5964	9590
Number Responding	32	43	48	14	48		44	36		45	46							
Mother's Education																		
Percent High School Graduates	42	45	44	42	44		42	40		41	15		42	36		46	46	51
Number Responding	31	47	45	12	45		45	35		44	41							
Female Heads of Household																		
Percent	50	48	33	29	33		51	50		40	37		42	42		42	34	9
Teachers																		
Number	6	30	22	4	22		10	20		9	8							
Teacher Education																		
Percent B.A. or Less	33	17	59	50	59		60	61		56	62		50	50		34	45	
Percent More than B.A.	67	40	27	25	27		30	28		11	0		33	24		42	34	
Percent More than M.A.	0	43	14	25	14		10	11		33	38		17	26		24	21	
Teaching Experience																		
Total Years	4.3	9.1	9.5	17.8	9.5		4.9	6.4		9.8	7.0		9.2	8.0		8.3	10.9	
BEST MATCH SITE	Jacksonville, FL			Local			Local			Local								

- standardized scores for MAT subtests (Table 11-10);
- effects for the preschool analyses (Tables 11-12 and 11-13).

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

- effects on the MAT partial subtests (Tables A11-6 through A11-12);
- attrition (Table A11-13);
- ethnic distribution (Table A11-16);
- background variables for Cohort III analyses (Table A11-17);
- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A11-18 through A11-20);
- standardized scores for MAT subtests for Cohort III (Table A11-21);
- teacher questionnaire cluster variables for Cohort III (Table A11-1);
- teacher background characteristics for Cohort III (Table A11-2).

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A11-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A11-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A11-14 and A11-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A11-15 and A11-23);
- ethnic distribution for Cohort III (Table A11-24).

Philadelphia, PA

The FT and local NFT groups in Philadelphia are typical of the sponsor as a whole on all entry characteristics except for a higher than sponsor average income for the local NFT group. The two groups closely resemble each other on all characteristics except income (FT children come from poorer families). The best matched site for Philadelphia is Jacksonville, FL, whose NFT group is similar to the Philadelphia FT on all characteristics.

In this site the FT/pooled NFT comparison has been greyed and is not discussed. In addition, certain effects in the FT/local NFT comparison have been greyed due to heterogeneity of regression. At the end of third grade, NFT-favoring effects are observed in the FT/matched NFT comparison on Language.

With respect to the MAT norm group, FT students perform one or more years below grade level in all subjects. Local NFT children score somewhat higher, but are still at least one-half year below grade level in each subject.

A study of the effects of preschool experience in this site reflects the overall pattern, that is, negative effects in Total Reading and Total Math for children with and without preschool experience.

Jacksonville, FL

The FT and local NFT groups in Jacksonville are typical of the sponsor as a whole in terms of all entry characteristics. The two groups closely resemble each other with the exception that FT children are more likely to have attended preschool. The local NFT in Jacksonville also serves as the best matched group.

All effects for this site have been greyed and are not discussed in this section.

When compared with the MAT norm group both FT and NFT children score one or more years below grade level in each subject.

Richmond, VA

The FT and local NFT groups in Richmond are typical of the sponsor as a whole on all entry characteristics except pretest, on which both groups score higher than sponsor average. The two groups closely resemble each other with the exception that FT children are more likely to have attended preschool. The local NFT in Richmond also serves as the best matched group.

At the end of third grade no effects are observed on any measures with the exception of an NFT-favoring effect in the FT/pooled NFT comparison on Spelling, and a positive effect in the FT/pooled NFT comparison on the Coopersmith.

When compared with the MAT norm group FT children score between one-half and one year below grade level in Total Reading and Total Math, but at grade level in Spelling. Students in the local NFT group score at the same level in the Total Reading and Total Math, but scored one-half year below grade level in Spelling.

Houston, TX

The FT and local NFT groups in Houston are typical of the sponsor as a whole in terms of all entry characteristics except ethnic composition: both groups contain a substantial percentage of Mexican American students. The two groups closely resemble each other with the exception that FT children are more likely to have attended preschool.

The FT/pooled NFT comparison has been greyed; discussed here are NFT comparisons for the FT/local and FT/matched groups. At the end of third grade, FT-favoring effects are observed in the FT/matched NFT comparisons on Total Reading, Total Math, and Spelling.

When compared with the MAT norm group FT children score about one year below grade level on all subjects, while NFT children score even lower.

Cohort III Effects to Date

Three of the Cohort II Parent Education sites in the analyses are also found in Cohort III. In each of these sites, the Cohort II findings are replicated. The FT children in Philadelphia do not perform as well as the comparison children, but in both Richmond and Houston FT-favoring gains are found on Total Reading, Total Math and Spelling.

The norm scores of the groups in these sites reflect the pattern of performance. The Philadelphia group is substantially behind grade level in both cohorts while the scores for the Richmond group are at or just below grade level and the Houston group are slightly further behind.

The children in the model also appear to perform well and at the appropriate grade level in Lawrenceberg, one of the two additional Cohort III sites. Although the impact of this program does appear to be variable across sites, the consistency across cohorts suggests genuine positive impact in some sites.

Summary

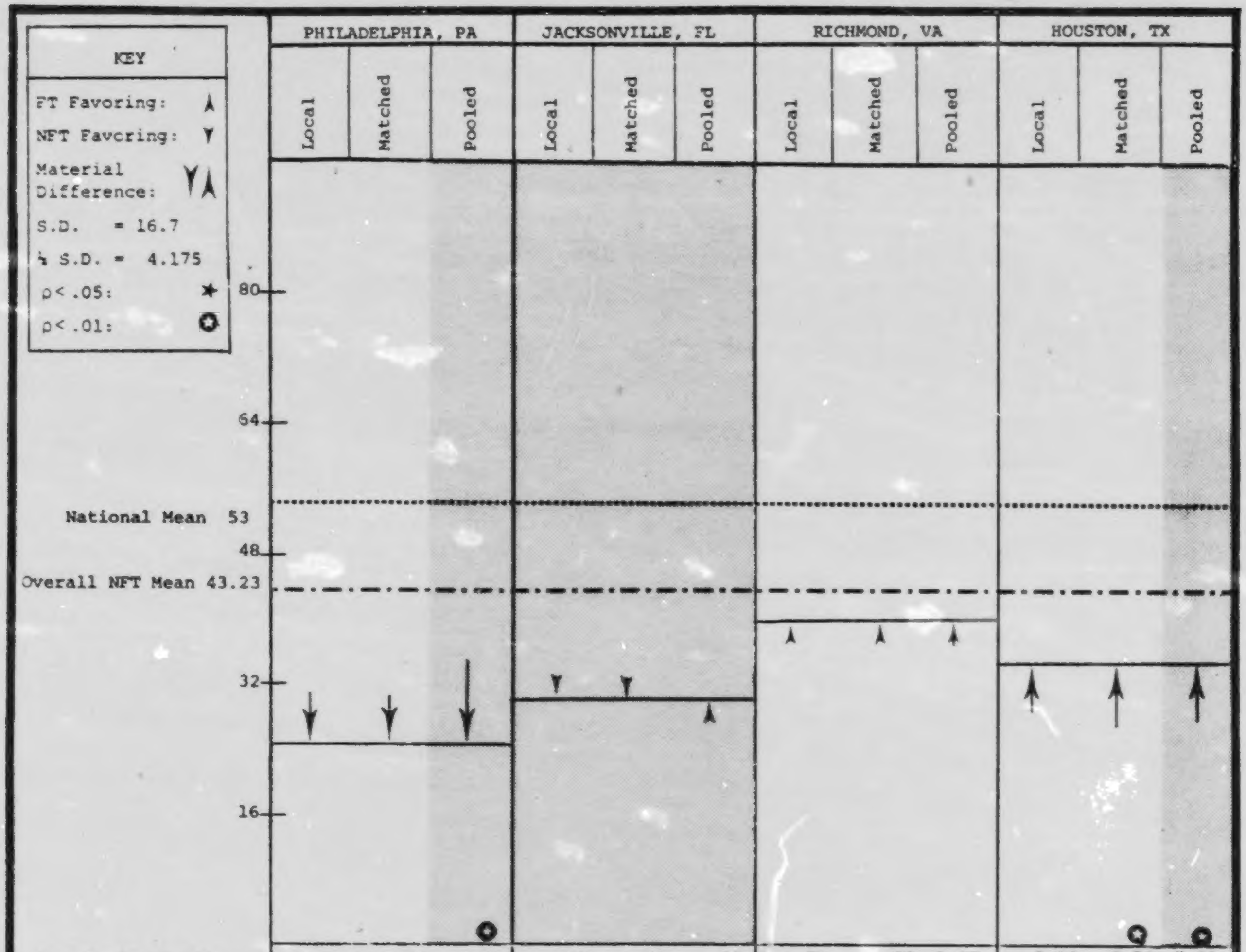
The Parent Eudcation program shows a wide range of site-specific cognitive effects, in one site, Houston. Here consistent positive effects are found on many MAT subtests, that is, the FT children show significantly greater gain in Total Reading, Total Math, and Spelling than the matched NFT. Richmond exhibits few positive or negative effects. In general, few significant and material effects for any site, either positive or negative, are observed on the affective measures.

In comparison with the MAT norm group, with the exception of children in Richmond on the Spelling subtest, the average FT child in each site performs at least one-half year below grade level on each subtest. When averaged across sites, FT children score about one year below grade level in each subtest, performance which is mirrored by NFT students. The Cohort III analyses of second grade data vary across sites. Some Cohort III sites may demonstrate average performance at the end of third grade.

A-247

Table 11-2

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN PARENT EDUCATION MODEL

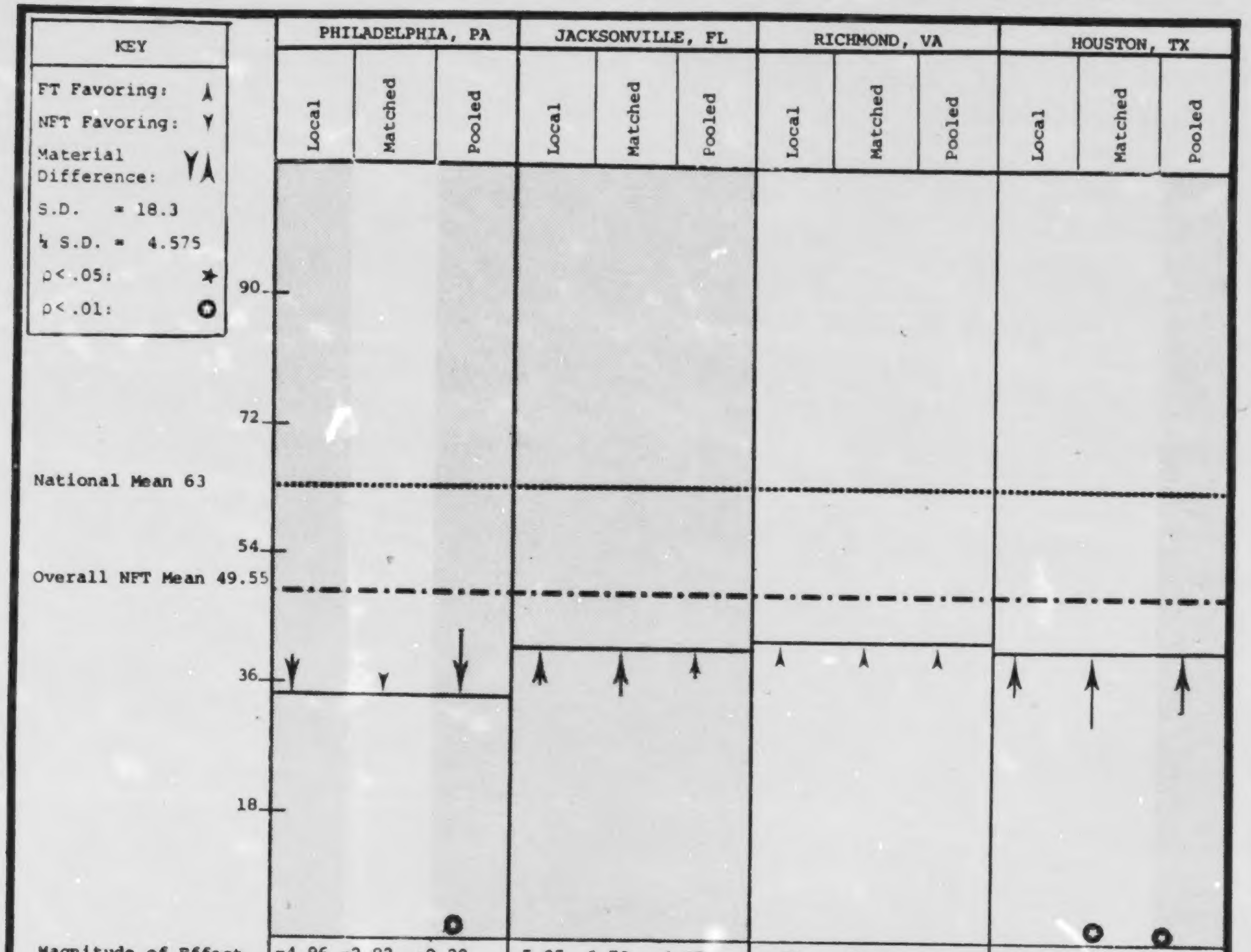


	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-5.99	-5.07	-9.59 ✪	-.07	-.04	.65	.73	.57	1.87	5.23	7.74 ✪	7.26 ✪
Standard Error	3.59	2.97	2.15	5.84	3.79	3.63	3.13	2.54	1.60	4.07	2.41	1.52
FT Mean	27.35			30.60			39.42			34.08		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		

FKW PS PS PS FKW

Table 11-3

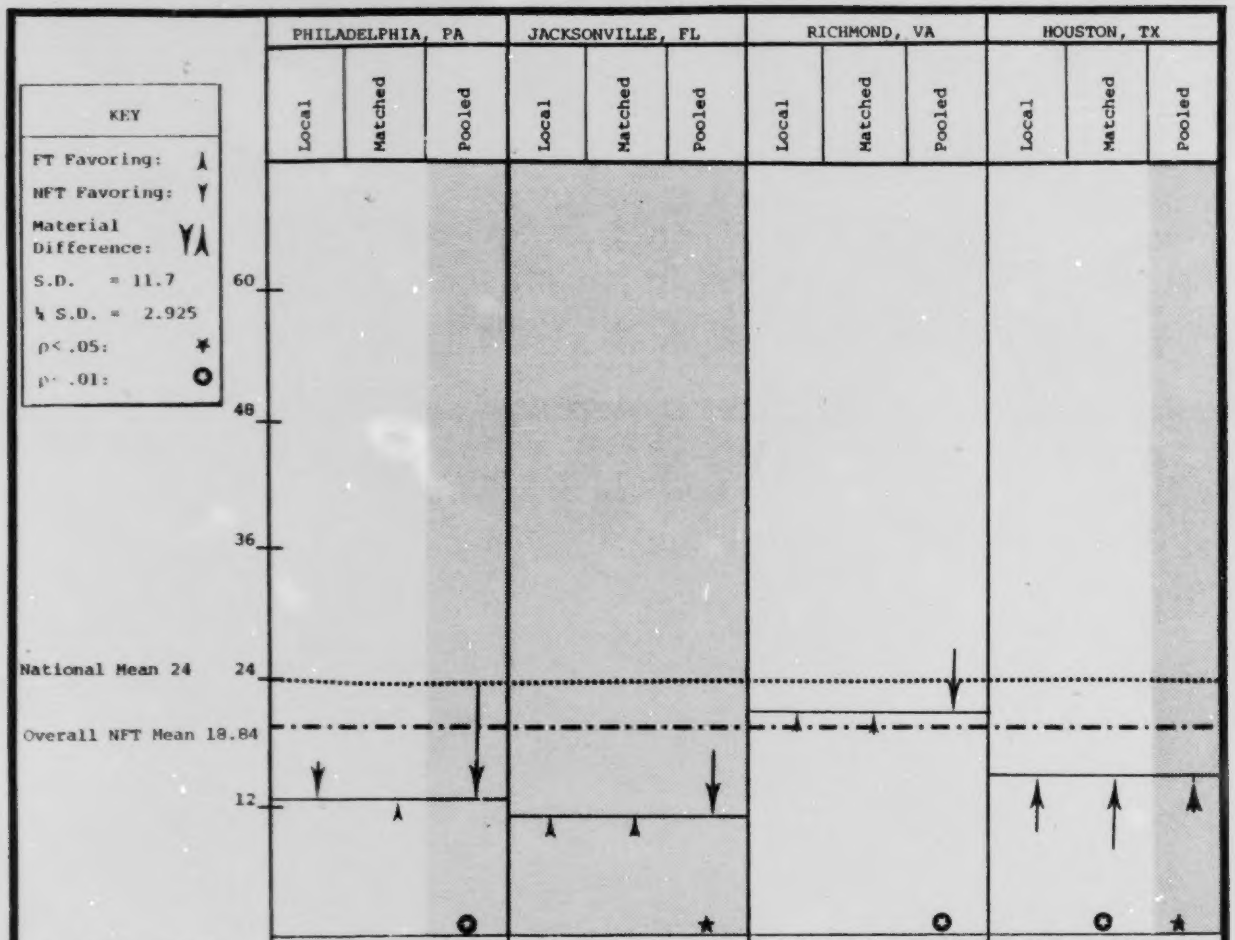
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-4.96	-2.82	-9.20	5.05	6.70	4.07	.30	.45	.75	6.57	9.50	8.19
Standard Error	3.76	3.00	2.07	6.13	4.41	4.63	3.29	2.56	1.56	4.27	2.43	1.48
FT Mean	34.57			41.07			42.02			40.58		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		
	HET		FKW	PS	PS	PS						FKW

Table 11-4

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN PARENT EDUCATION MODEL

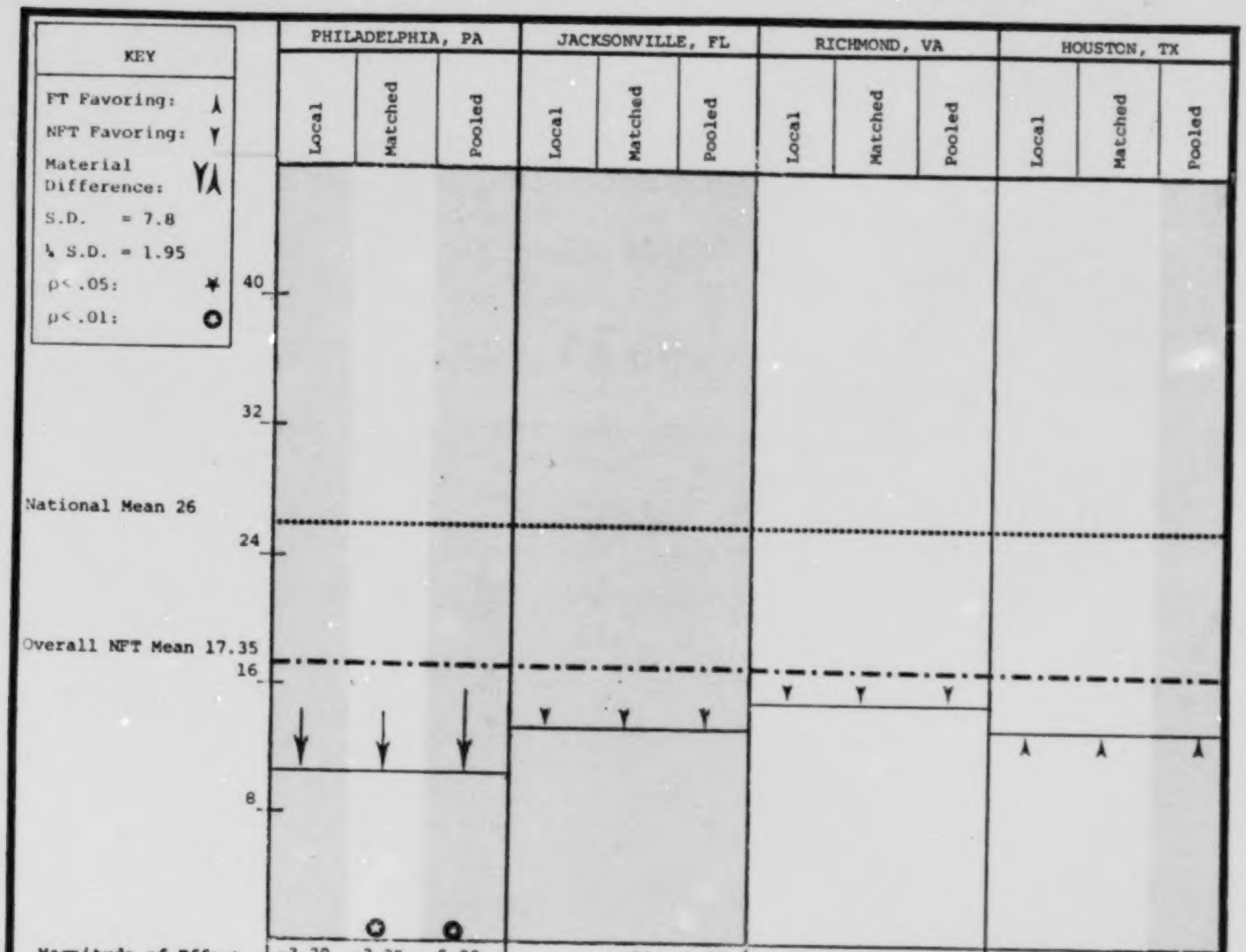


	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-3.61	1.96	-10.73	1.56	2.07	-6.06	2.21	2.33	-6.00	5.40	6.73	3.76
Standard Error	2.69	2.24	1.73	4.38	2.90	2.95	2.34	1.87	1.24	3.05	1.66	1.45
FT Mean	12.72			10.80			20.05			14.38		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		

FKW PS PS PS FKW

Table 11-5

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN PARENT EDUCATION MODEL

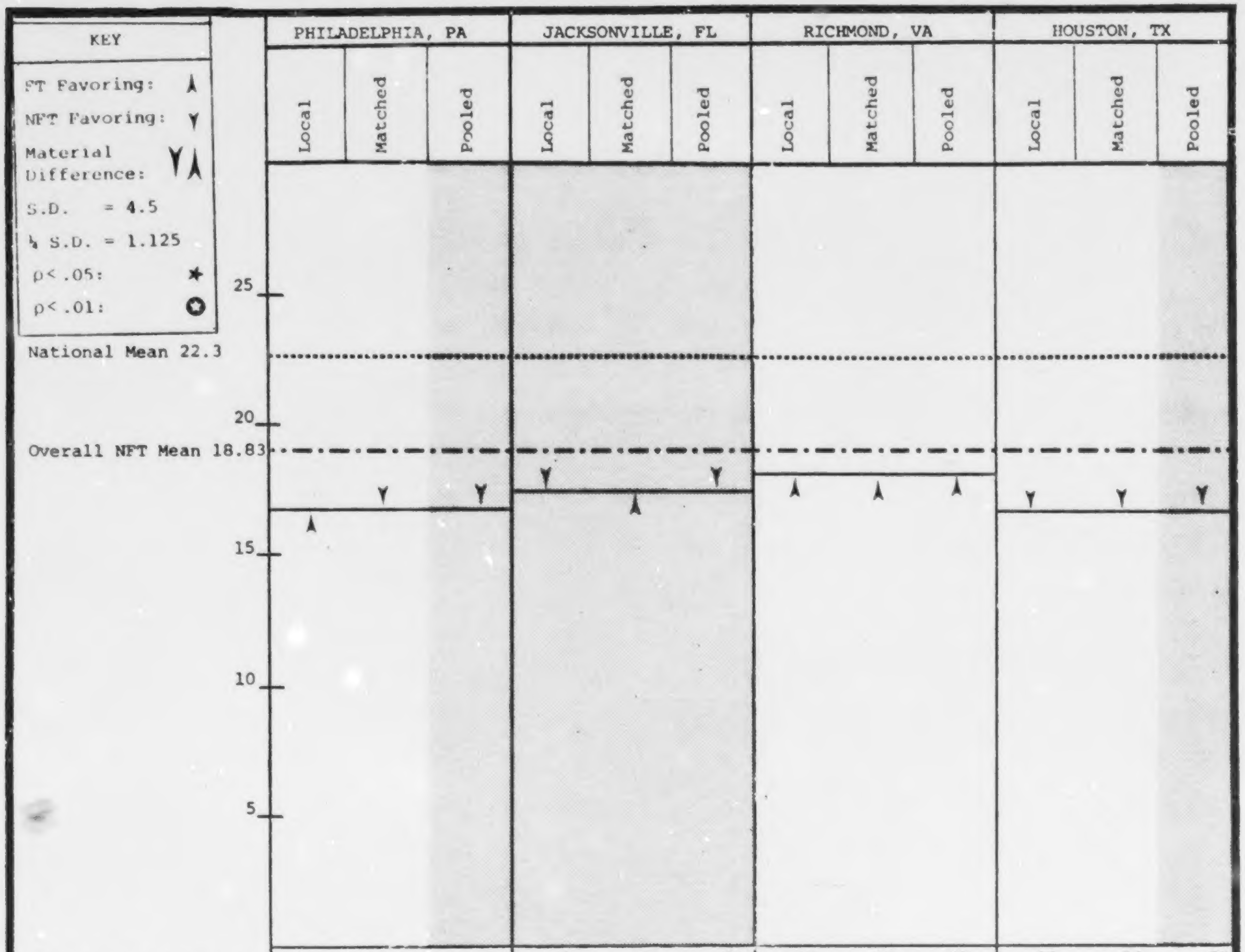


	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-3.28	-3.85	-5.00	-.24	-.04	-.57	-.20	-.50	-.43	1.12	1.55	.89
Standard Error	1.67	1.18	.78	2.72	2.01	2.03	1.45	1.09	.66	1.90	1.11	.71
FT Mean	10.33			13.27			14.87			13.33		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		

HET FKW PS PS PS FKW

Table 11-6

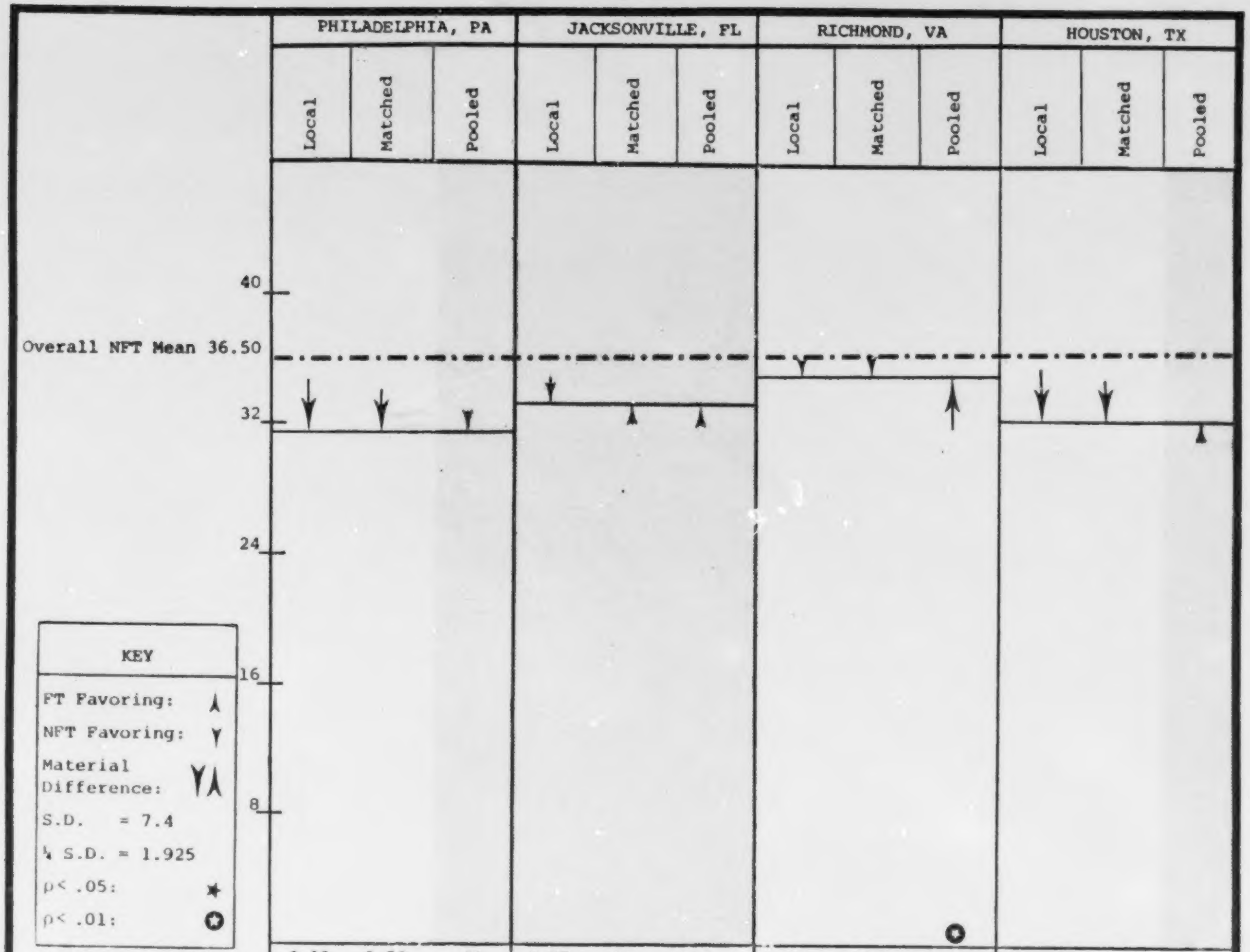
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	JACKSONVILLE, FL Local	JACKSONVILLE, FL Matched	JACKSONVILLE, FL Pooled	RICHMOND, VA Local	RICHMOND, VA Matched	RICHMOND, VA Pooled	HOUSTON, TX Local	HOUSTON, TX Matched	HOUSTON, TX Pooled
Magnitude of Effect	.41	-.93	-.76	-.52	.35	-.80	.64	.62	.37	-.65	-.14	-.90
Standard Error	1.14	1.08	.62	1.71	1.53	1.22	.93	.63	.38	1.20	.73	.51
FT Mean	16.63			17.13			17.99			16.57		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		
			FKW	PS	PS	PS						FKW

Table 11-7

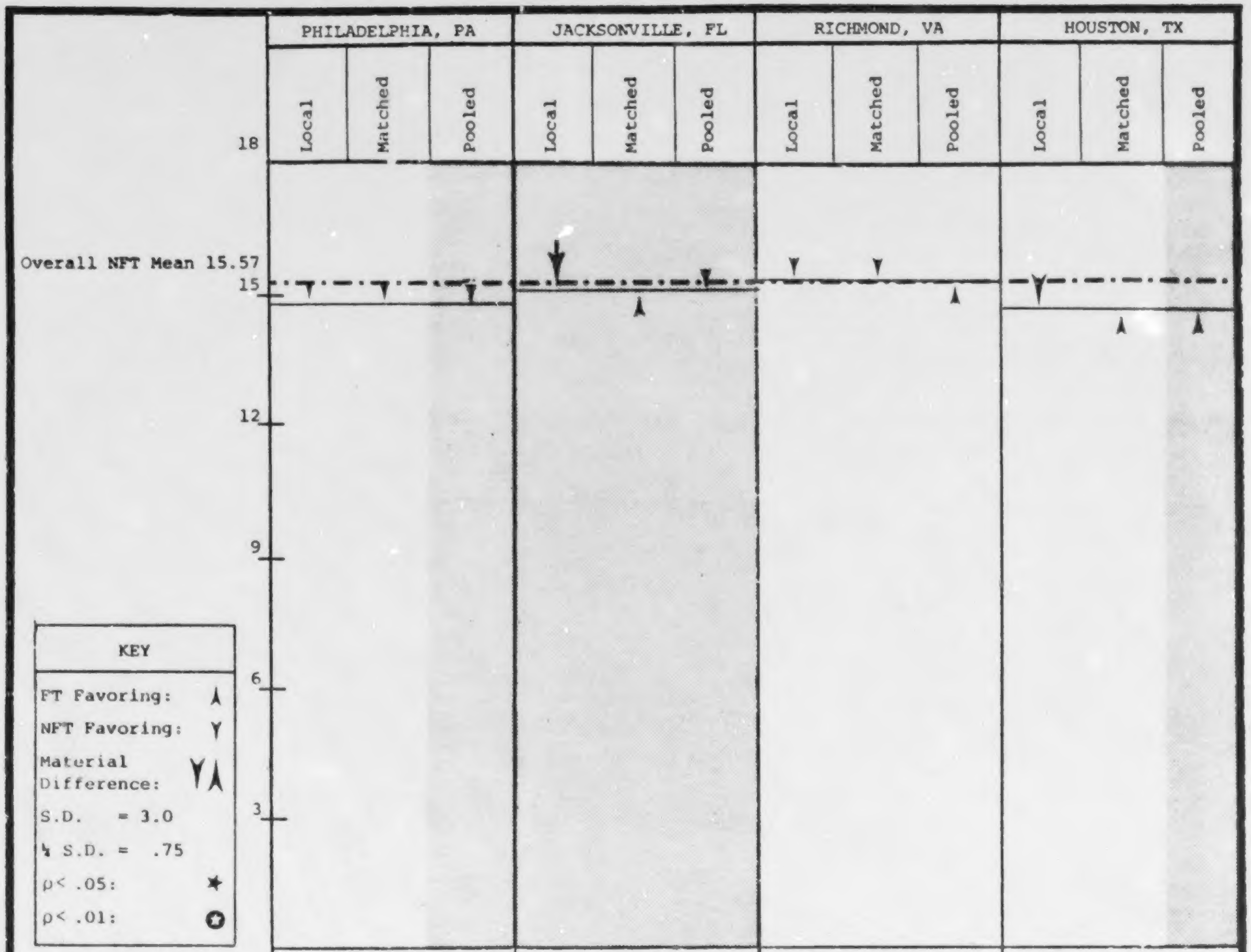
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-3.19	-2.58	-.31	-1.57	.01	1.09	-.41	-.74	3.02	-3.11	-2.05	.09
Standard Error	1.95	1.80	1.22	3.19	2.44	2.97	1.70	1.34	.90	2.22	1.31	.90
FT Mean	31.35			33.27			35.23			32.69		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		
			FKW	PS	PS	PS						FKW

Table 11-8

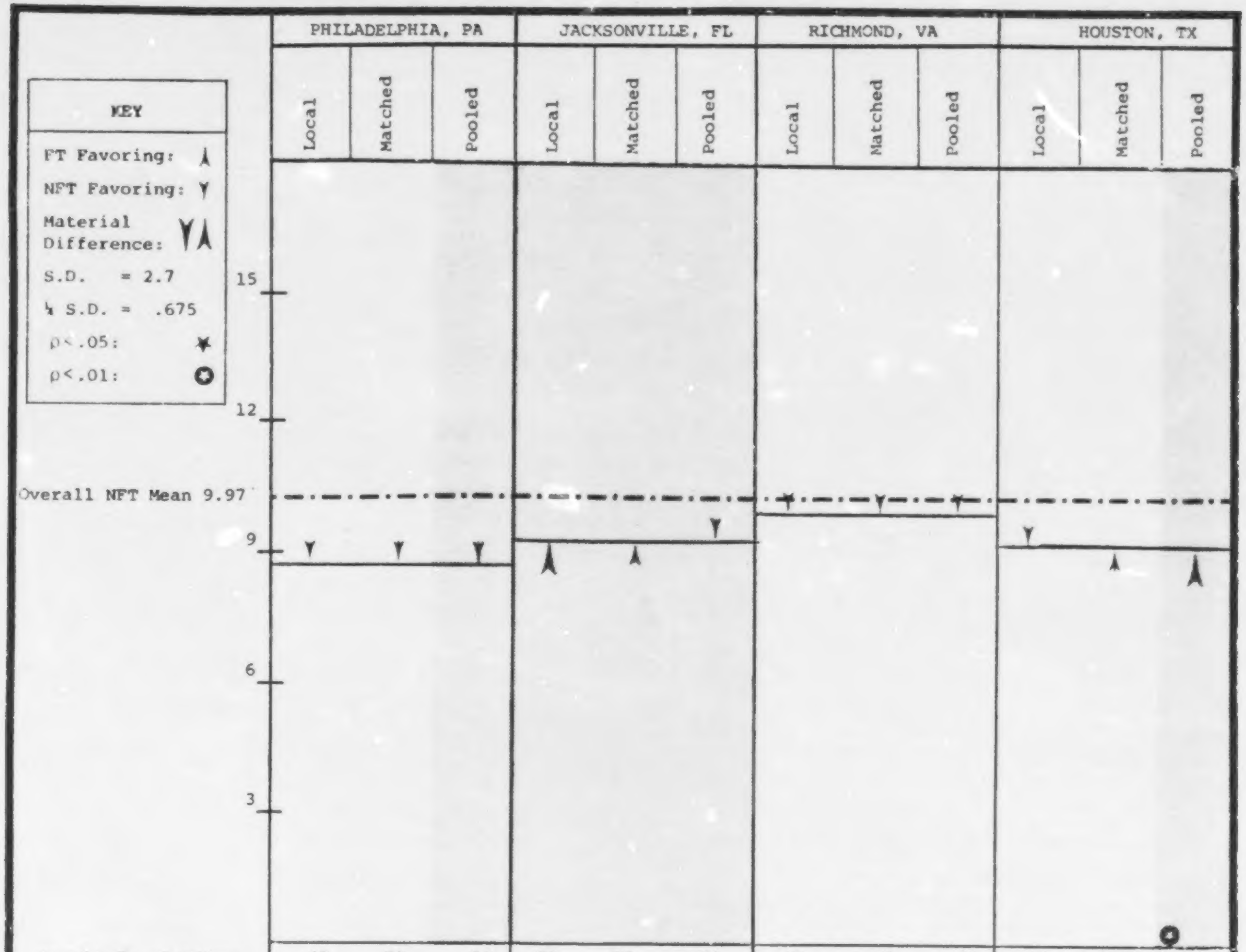
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN PARENT EDUCATION MODEL ,



	PHILADELPHIA, PA Local	Matched	Pooled	JACKSONVILLE, FL Local	Matched	Pooled	RICHMOND, VA Local	Matched	Pooled	HOUSTON, TX Local	Matched	Pooled
Magnitude of Effect	-.48	-.15	-.02	-1.16	.38	-.01	-.69	-.41	.01	-.91	.40	.14
Standard Error	.75	.69	.47	1.23	.87	.74	.65	.47	.30	.85	.53	.33
FT Mean	14.87			15.00			15.37			14.31		
No. of FT Children	46.00			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		
			FKW	PS	PS	PS						FKW

Table 11-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (-) FOR COHORT II SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.48	-.63	-.64	.76	.36	-.04	-.38	-.36	-.21	-.38	.62	.76
Standard Error	.70	.62	.41	1.14	.78	.56	.62	.48	.25	.81	.46	.25
FT Mean	8.91			9.20			9.81			9.14		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		
			FKW	PS	PS	PS						FKW

Table 11-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN PARENT EDUCATION MODEL

	MAT Norm Population	PHILADELPHIA, PA			JACKSONVILLE, FL		RICHMOND, VA		HOUSTON, TX		SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT	FT	NFT	FT	NFT	FT	NFT		FT	NFT
			Local	Best Match		Local Best Match		Local Best Match		Local Best Match		Local	Best Match		
Total Reading															
Spring Third Grade Median	61	45.2	52.0	48.4	49.0	48.4	54.9	55.2	49.2	47.9	49.6	50.9		52.4	56.0
Percentile of Median	50	8.2	22.0	12.8	14.0	12.8	29.8	30.8	14.4	11.8	15.2	19.6		22.8	34.0
Grade Equivalent	3.5	2.1	2.6	2.3	2.4	2.3	2.9	2.9	2.4	2.3	2.4	2.5		2.6	3.0
Percent 1 Year or More Below Grade Level	20	65.2	48.4	58.5	60.0	58.5	33.3	42.0	53.7	67.9					
Total Mathematics															
Spring Third Grade Median	70.5	52.5	58.0	55.8	55.0	55.8	58.4	57.6	58.4	52.7	56.1	56.0		57.7	59.3
Percentile of Median	50	7.5	14.0	10.8	10.0	10.8	14.8	13.2	14.8	7.7	11.1	11.0		13.4	16.6
Grade Equivalent	3.75	2.4	2.8	2.6	2.5	2.6	2.8	2.8	2.8	2.4	2.6	2.6		2.8	2.9
Percent 1 Year or More Below Grade Level	12	65.2	48.4	58.5	53.3	58.5	45.9	49.3	42.1	67.9					
Spelling															
Spring Third Grade Median	64	52.5	58.3	49.8	47.2	49.8	61.9	59.2	56.4	47.2	54.5	53.6		56.4	60.0
Percentile of Median	50	19.0	33.2	13.8	10.4	13.8	43.6	36.4	27.6	10.4	22.5	21.2		27.6	38.0
Grade Equivalent	3.6	2.5	3.0	2.3	2.2	2.3	3.4	3.0	2.8	2.2	2.6	2.6		2.8	3.1
Percent 1 Year or More Below Grade Level	22	54.3	37.9	62.3	73.3	62.3	27.0	33.3	46.3	64.1					
BEST MATCH SITE		Jacksonville, FL			Local		Local		Local						

Table 11-11

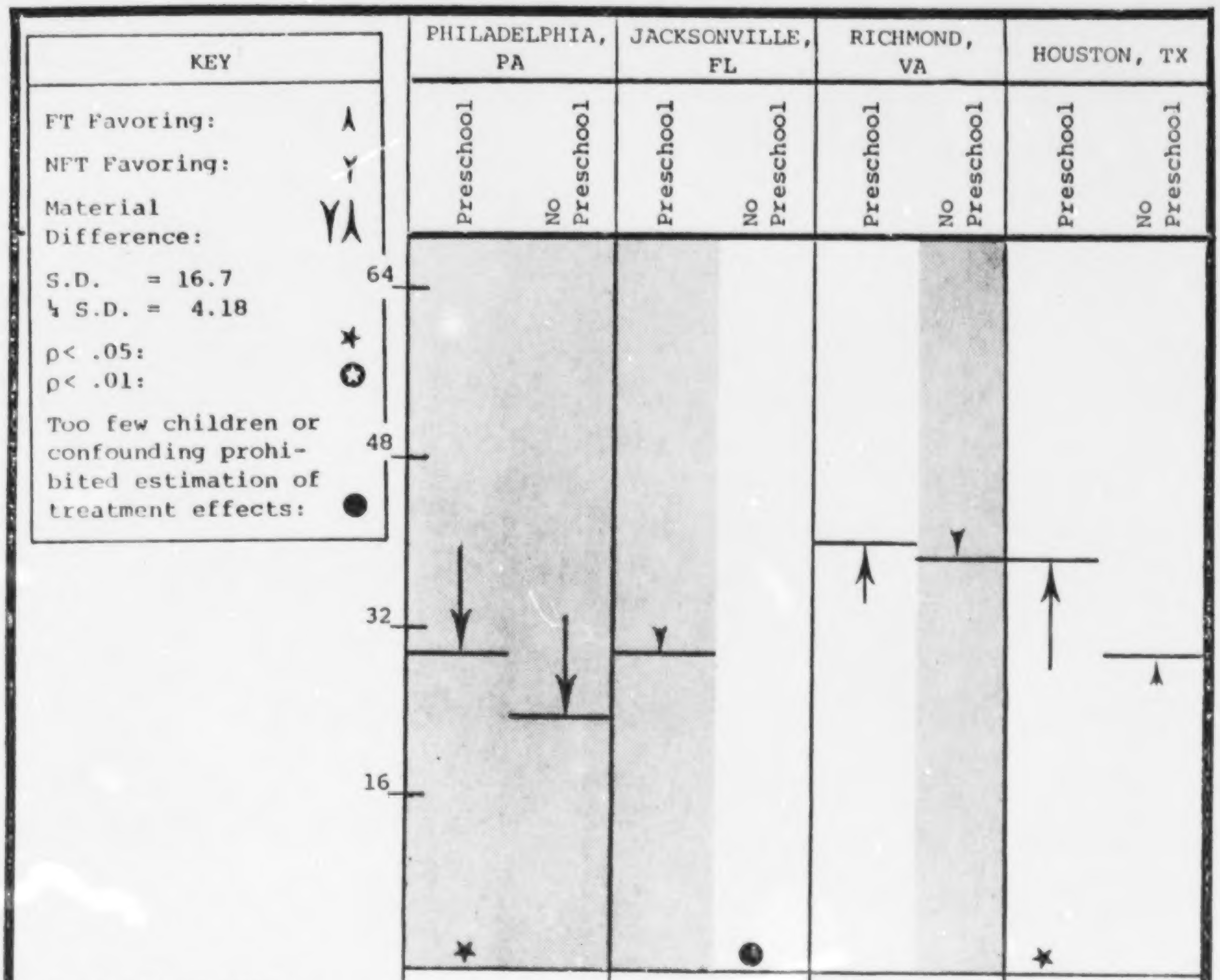
BACKGROUND VARIABLES AND OUTCOME MEASURES
FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN PARENT EDUCATION MODEL

	PHILADELPHIA, PA			JACKSONVILLE, FL		RICHMOND, VA		HOUSTON
	FT	NFT Local	 Best Match	FT	NFT Local Best Match	FT	NFT Local Best Match	FT
Preschool Information								
Number	46	124	53	15	53	111	69	95
Percent 4+ Months	50	24	34	73	34	47	14	49
Percent None	33	28	58	07	58	19	32	20
Percent 1-3 Months						14	09	
Percent No Information	17	48	08		08	20	45	32
Fall Kindergarten WRAT								
Preschool Mean	21.2	31.5	29.9	24.5	29.9	35.5	36.6	27.5
No Preschool Mean	20.1	25.5	24.4	40.0	24.4	35.6	28.3	20.2
*Other Mean**	14.0	25.1	32.5		32.5	26.9	29.7	21.2
Income								
Preschool Mean	5235	5193	3765	3831	3765	5240	5250	4558
No Preschool Mean	3467	4928	4548	4090	4548	3538	3571	4737
*Other Mean**						4083	4900	
MAT Total Reading								
Preschool Mean	29.3	41.1	31.5	29.7	31.5	40.2	36.6	38.8
No Preschool Mean	23.8	36.9	31.9	43.0	31.9	38.4	40.2	29.5
*Other Mean**	29.4	34.0	31.5		31.5	39.0	37.4	29.7
MAT Total Math								
Preschool Mean	34.8	48.0	37.4	38.7	37.4	41.9	34.3	44.6
No Preschool Mean	33.1	46.1	51.3	14.0	51.3	44.2	44.0	36.5
*Other Mean**	36.6	39.6	35.8		35.8	40.9	40.8	37.0
BEST MATCH SITE	Jacksonville, FL			Local		Local		Local

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 11-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA		JACKSONVILLE, FL		RICHMOND, VA		HOUSTON, TX	
	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool
Magnitude of Effect	-10.34	-9.31	-.95		5.26	-1.02	12.51	3.68
Standard Error	4.30	4.74	5.36		5.34	4.79	4.82	8.53
FT Mean	29.30	23.8	29.70		40.15	38.38	38.83	29.47
No. of FT Children	23	15	14	1	52	21	46	19
No. of non-FT Children	29	35	18	31	10	22	15	26
	FKW	FKW	FKW			FKW		

Table 11-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN PARENT EDUCATION MODEL

KEY

FT Favoring: ↑

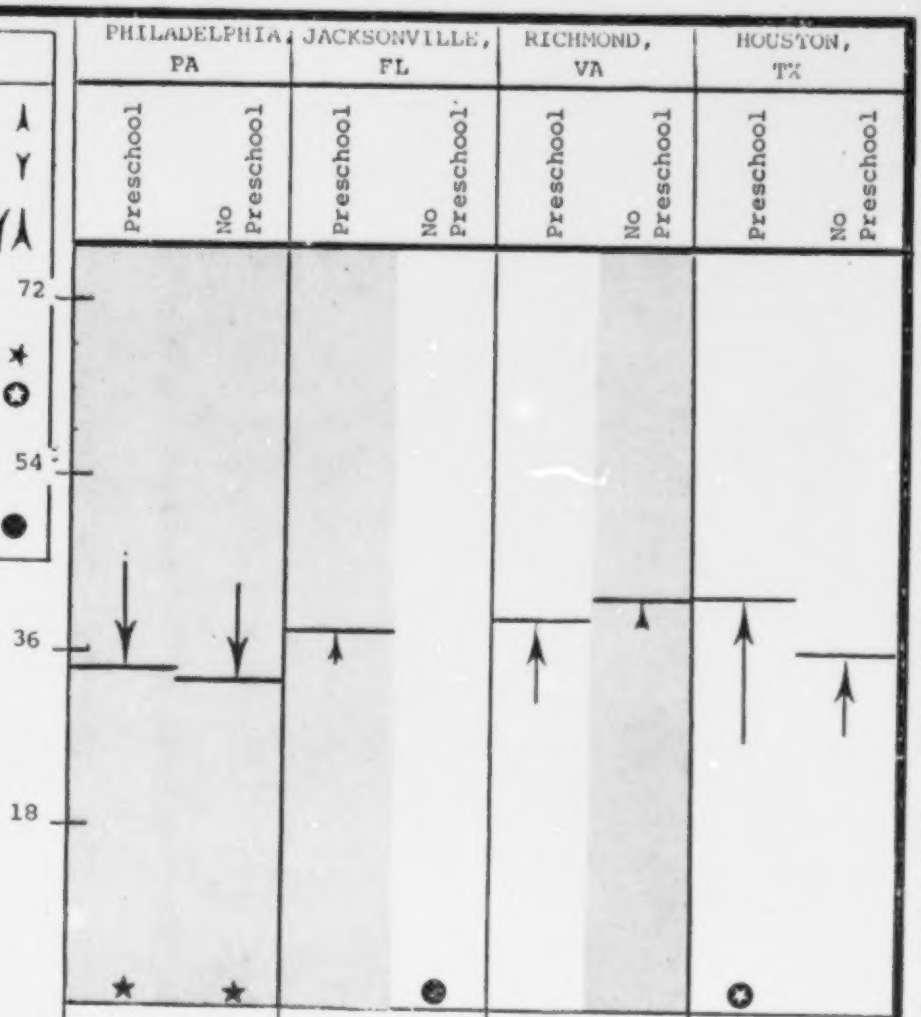
NFT Favoring: ↓

Material Difference: ↓↑

S.D. = 18.3
¼ S.D. = 4.58

ρ< .05: ★
ρ< .01: ✪

Too few children or confounding prohibited estimation of treatment effects: ●



	PHILADELPHIA, PA		JACKSONVILLE, FL		RICHMOND, VA		HOUSTON, TX	
	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool
Magnitude of Effect	-10.89	-10.1	2.17		8.64	.95	12.93	8.16
Standard Error	4.62	4.85	5.77		5.75	4.89	2.02	8.72
FT Mean	34.80	33.10	38.70		41.94	44.24	44.61	36.47
No. of FT Children	23	15	14	1	52	21	46	19
No. of non-FT Children	29	35	18	31	10	22	15	26
	FKW	FKW	FKW			FKW		

CHAPTER TWELVE

EDC OPEN EDUCATION FOLLOW THROUGH PROGRAM
Education Development Center

Overview

The EDC Open Education approach seeks to stimulate learning by providing children with a great variety of materials and experience within a supportive emotional environment. The sponsor believes children learn at individual rates and in individual ways and teachers should adapt approaches to encourage individual progress and responsibility in learning.

The sample for this model is located in three large cities. Two are on the east coast and one is in the midwest. A summary of the FT-favoring (+) and NFT-favoring (-) effects for these sites is located in Figure 12-1. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed.

Consistent with the EDC philosophy, teachers at all sites conduct more flexible classrooms and are less teacher-centered than their NFT peers. They also individualize instruction to a greater degree. The EDC students score below grade levels and below NFT students in Total Reading, Total Math and Spelling in all three cities. (See Figure 12-2).

Description of the Model*

The program of the Educational Development Corporation (EDC) is located in ten Follow Through communities, five rural and five urban. The

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* The sponsor comments that " . . . the emphasis within the last three years has been in two major areas: (1) parent growth and involvement; and (2) teacher development in implementation of an open education approach to learning and curriculum development." Hilliard, G.R. Communication to Mary M. Kennedy, U.S. Office of Education, February 6, 1976.

Figure 12-1
SUMMARY OF EFFECTS FOR EDC MODEL

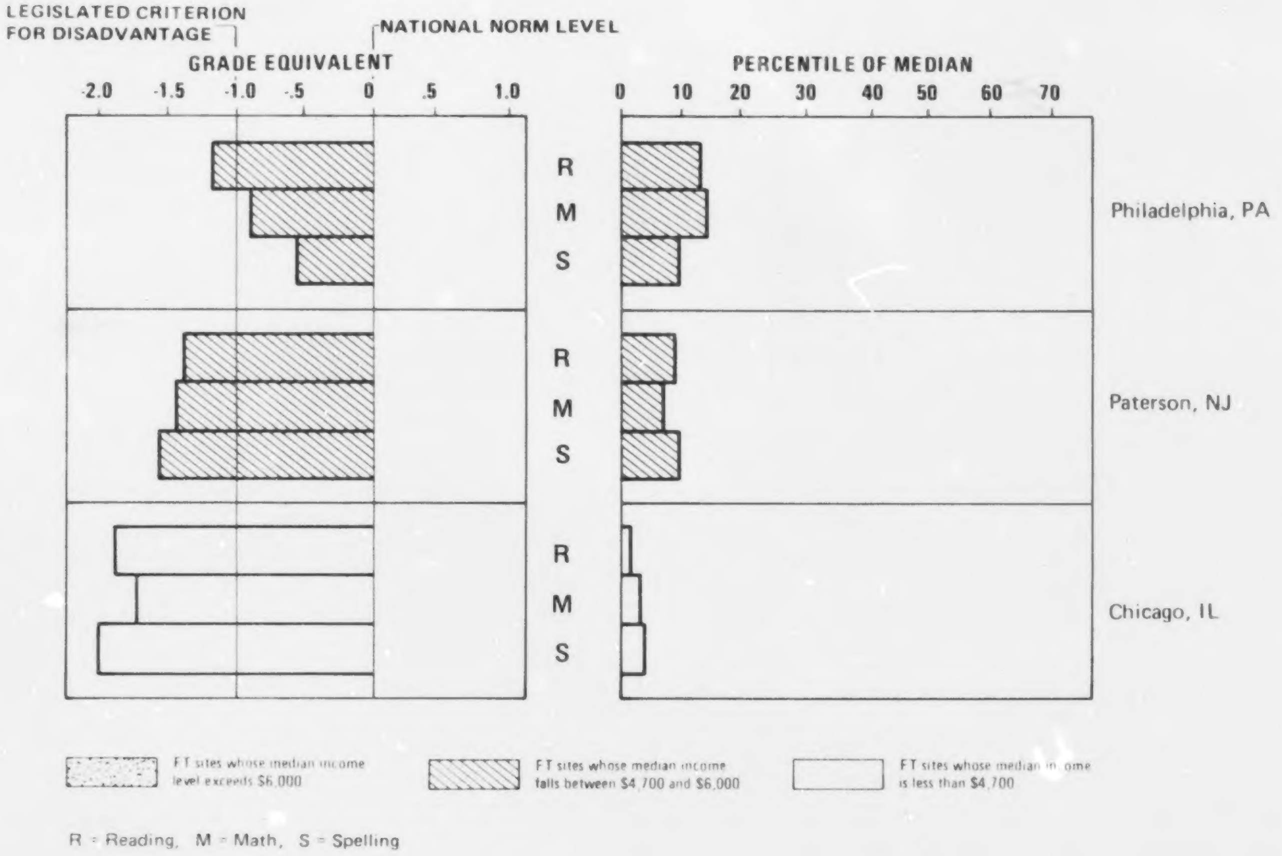
	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading	-		-	-	-	-		-	-
Total Math		-	-	-	-	-		-	-
Spelling	-		-	-		-		-	-
Language			-			-		-	-
Raven's				-		-			
Coopersmith				-				-	
IARS (+)		-	-	-					-
IARS (-)		-	-	-	-	-		-	-
Word Knowledge	-		-	-	-	-		-	-
Reading			-	-	-	-		-	-
Math Concepts		-	-	-	-	-		-	-
Math Computations		-	-		-			-	-
Math Problem Solving		-	-	-	-	-			-
Language Part A				-	-			-	-
Language Part B			-	-				-	+

PS PS PS FKW

EDC model is predicated on the notion that learning, particularly cognitive learning, occurs best when children are offered a wide range of materials and problems to investigate within an open, supportive environment. According to this sponsor, a child's ability to learn depends in part on the opportunities and experiences provided by the educational setting. The sponsor believes that the EDC approach, derived from practices of British infant and primary schools and Piagetian research, is appropriate for all children, regardless of their socioeconomic and/or educational status. The EDC approach is operationalized by sponsor advisory teams who work with parents, teachers, and school administrators in each site to help realize the EDC open-education philosophy. This advisory team assists in setting up classrooms and selecting a variety of books and materials from which local educators can choose.

Figure 12-2

Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in EDC MODEL



The sponsor believes that there is no uniform way to teach reading, writing, or arithmetic skills and no uniform timetable for all children to follow. Children are not compared with other children and do not recieve standardized tests. Consequently, EDC classrooms and teachers vary greatly. Teachers often divide classrooms into interest areas where children may work part or all of the day. Traditional subjects important in the open classroom may be combined with these interest groups. The teacher may work with the entire class, small groups, or individuals. Parents sometimes serve as classroom aides and assist in curriculum planning. In sum, the EDC model is more a philosophy than a technique.

Since the sponsor does not prescribe a detailed instructional model and feels that the open classroom philosophy is appropriate for all voluntary teachers, this model demands a highly creative and resourceful teacher and is perhaps the most teacher-dependent of the Follow Through models. Teachers must diagnose each child's strengths, potential, and interests and then strive to provide instructional units which reflect that information. They are trained to provide a "hidden structure" to act as guides and resources, to make suggestions and give encouragement, as the primary methods of extending their pupils' learning activities. Within this environment the pupils are encouraged to work at their own pace, learn from one another, and make choices about their own work.

The parents in this model are encouraged to become involved. Their primary involvement is through their work on the advisory teams and in the PAC organizations. This model's goal for parents is to help them "grow" and understand the concepts of open education. Its general approach is cognitive, with an almost equally heavy socioemotional emphasis. Although there is some stress on specific academic skills, the foci of this model are learning how to learn, developing an appreciation for learning, and encouraging children to take responsibility for their own learning.

Description of the Learning Environment

As Figure 12-3 shows, the EDC model has been sampled in three sites. While all sites have implemented an unstructured classroom learning environment, Philadelphia appears to be somewhat more structured than the other two. The Philadelphia classroom learning environment is also far less individualized than that in the other two sites. EDC teachers are average or below average in their emphasis on academic skills, and show high levels of satisfaction with the sponsor.

As Figure 12-3 shows, parent questionnaire data were available for only two of the EDC sites, Philadelphia and Paterson. There are considerable differences between these two sites in levels of parent involvement (factors III-V) and parent satisfaction (factors VI-IX). Philadelphia shows below average parental involvement (extremely so on PAC and parent-child interactional factors), while Paterson shows average or greater levels of activity. Philadelphia is also low on all parent satisfaction factors, while Paterson is at or above the mean on all except the child's progress in school factor. Additional information about the parent and teacher samples is contained in Appendix Tables A12-2, A12-4, and A12-5.

Figure 12-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR EDC MODEL

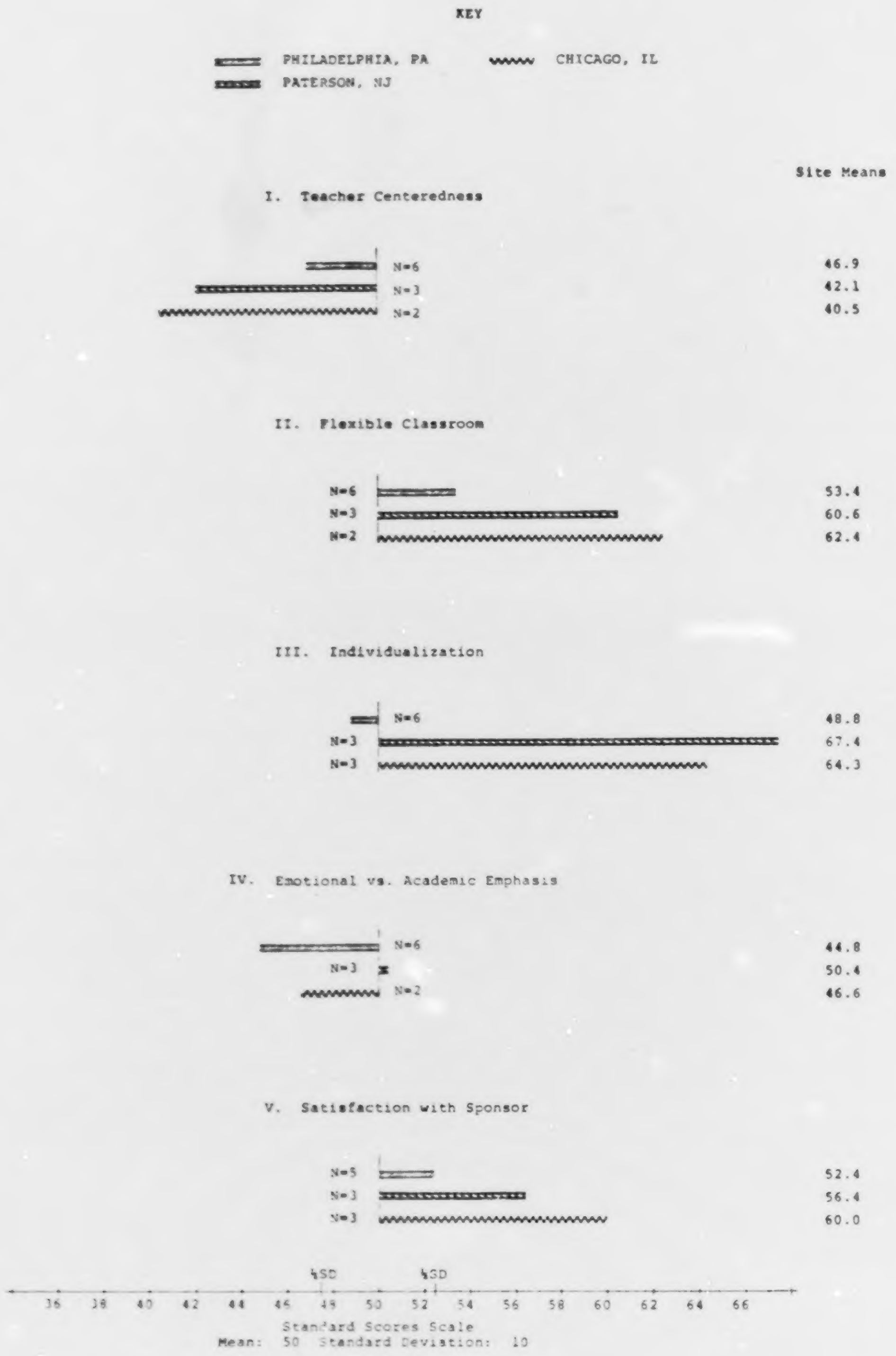
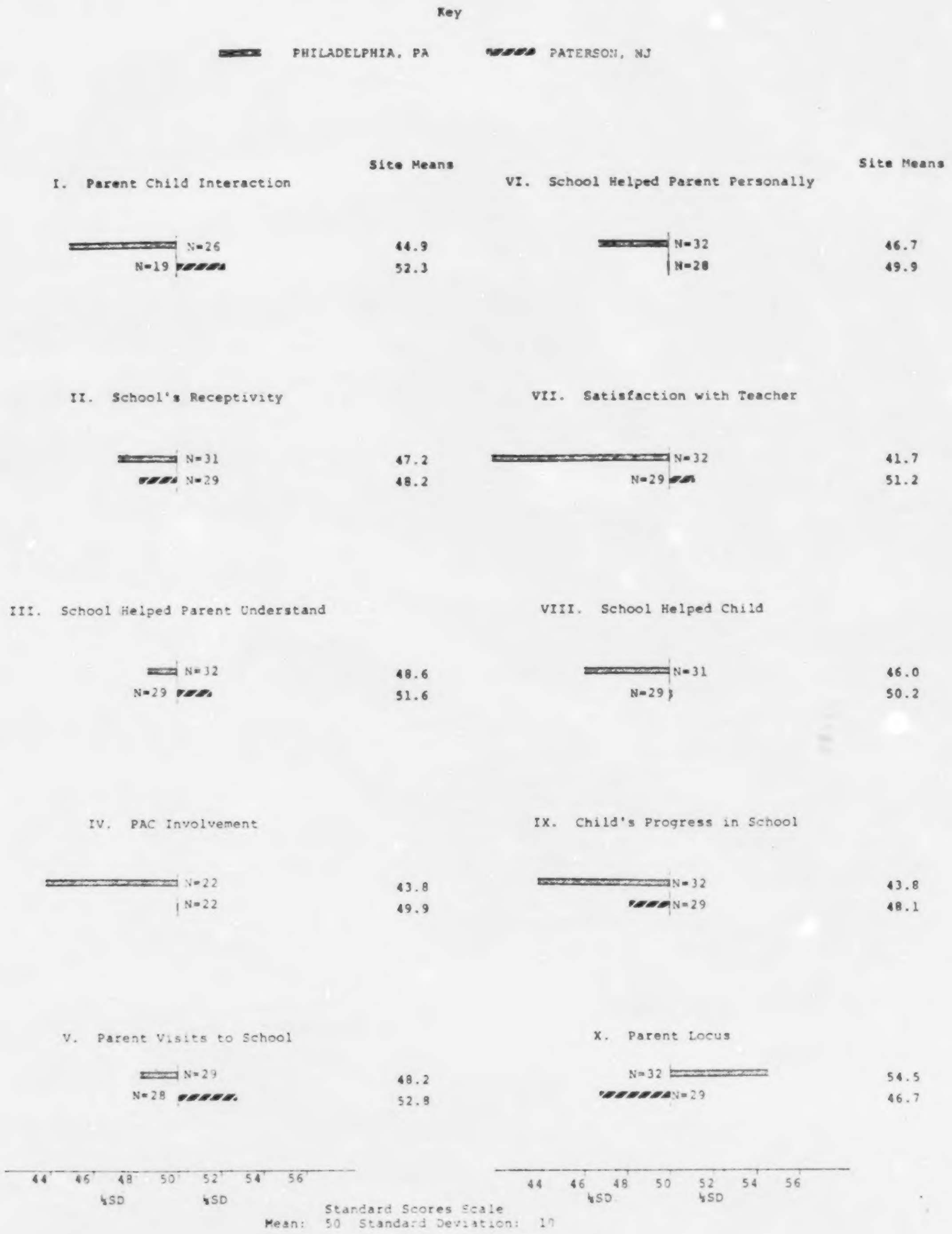


Figure 12-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM PARENT QUESTIONNAIRE FACTORS FOR EDC MODEL



Characteristics of the Sample

In the Cohort II sample, both the FT and NFT groups for EDC are primarily Black. The FT groups are usually less disadvantaged than the NFT; FT reported income is higher, more FT mothers have completed high school, and in fewer FT families is the mother the only parent present. More FT children have attended preschool, and parallel to this, the FT kindergarten entry level is higher. The background variables for this sponsor are found in Table 12-1.

Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 12-2 through 12-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 12-6 through 12-9);
- standardized scores for MAT subtests (Table 12-10);
- effects for the preschool analyses (Tables 12-12 and 12-13).

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

- effects on the MAT partial subtests (Tables A12-6 through A12-12);
- attrition (Table A12-13);
- ethnic distribution (Table A12-16);
- background variables for Cohort III analyses (Table A12-17);
- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A12-18 through A12-20);
- standardized scores for MAT subtests for Cohort III (Table A12-21);
- teacher questionnaire cluster variables for Cohort III (Table A12-1);
- teacher background characteristics for Cohort III (Table A12-2).

Table 12-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN EDC MODEL

	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match			
Children in Analytic Sample															
Number	112	124	27	42	36	27	14	19	107						
Fall Kindergarten WRAT															
Mean Score	30.3	26.8	27.6	27.5	24.2	27.6	22.7	19.8	25.2	26.8	23.6		29.8	29.6	
Percent with Preschool	75	45	93	98	80	93	100	65	51	91	63		81	49	9
Number Responding	91	64	27	41	35	27	14	17	76						
Children's Ethnicity															
Percent Black	99	83	100	100	81	100	100	100	92	100	88		70	57	11
Percent White	1	1	0	0	3	0	0	0	4	0	1		19	34	87
Percent Other	0	16	0	0	17	0	0	0	4	0	11		11	10	2
Family Income in Median Dollars	5678	4786	6250	5750	5250	6250	4250	2700	5187	5226	4245		4733	5964	9590
Number Responding	60	43	24	26	32	24	14	17	67						
Mother's Education															
Percent High School Graduates	55	45	44	74	29	44	46	6	30	58	27		46	46	51
Number Responding	60	47	25	27	31	25	13	16	63						
Female Heads of Household															
Percent	45	48	35	48	41	35	29	71	43	41	53		42	34	9
Teachers															
Number	6	30	8	4	9	8	3	4	23						
Teacher Education															
Percent B.A. or Less	50	17	12	33	44	12	67	50	44	50	37		34	45	
Percent More than B.A.	33	40	50	67	44	50	33	25	30	44	36		42	34	
Percent More than M.A.	17	43	38	0	11	38	0	25	26	6	26		24	21	
Teaching Experience															
Total Years	16.3	9.1	7.2	4.0	14.0	7.2	6.7	11.8	11.4	9	11.6		8.3	10.9	
BEST MATCH SITE	Buffalo, NY			Buffalo, NY			Wilmington, DE								

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A12-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A12-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A12-14 and A12-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A12-15 and A12-23);
- ethnic distribution for Cohort III (Table A12-24).

Philadelphia, PA

The FT and local NFT groups in Philadephia are fairly typical for this sponsor's five urban sites, closely matching sponsor's means on entry level and income and with similar ethnic composition. The two groups are also similar to each other on entry level, income, and ethnic composition, though more of the FT group has preschool experience. The best matched site is Buffalo, NY, whose NFT group is similar to FT in terms of entry level, income and ethnic composition.

Examination of third grade posttest data reveals local NFT-favoring differences in Total Reading and Spelling. The matched NFT group is superior to the FT group on Total Math, while the pooled NFT outperforms FT on Total Reading, Total Math, Spelling and Language. In the affective domain, both matched and pooled NFT performance is superior to FT on the IARS (+) and IARS (-) tests.

When compared with the MAT norm group, the FT children perform about one year below grade level on Total Reading, Total Math, and Spelling, with at least half of the FT children performing one or more years below grade level on each test. The local NFT children are about one year below grade level on Total Reading and Total Math, and about one-half year below grade level on Spelling. The matched NFT group is about one year below grade level on Total Reading and Spelling, and at or near grade level on Total Math.

Analysis of children with no preschool experience was not possible due to the small number of such children at this site.

Paterson, NJ

The FT and local NFT groups are typical for this sponsor's urban sites in terms of entry level, ethnic composition, and income. The two groups themselves are also closely matched on entry level, ethnic composition, and income though the FT group shows a substantially higher percentage of mothers who are high school graduates. The best matched site is Buffalo, NY, which is also the best matched for the Philadelphia site of this sponsor. The best matched NFT group closely resembles the FT in terms of entry level, ethnic composition, and income, though again the FT group shows proportionately more mothers who are high school graduates.

On third grade posttest measures, local NFT-favoring differences are observed with respect to Total Reading, Total Math, Spelling, and the Raven's. Differences on the Total Reading and Total Math tests favor the matched NFT group, while the pooled NFT outperform the FT children on all academic tests: Total Reading, Total Math, Spelling, Language, and also on the Raven's. On the affective tests the local NFT performance on the Coopersmith, and IARS (+) and (-) tests is superior to the FT performance. The best matched NFT and the pooled NFT outperform the FT on the IARS (-) tests.

When compared with the MAT norm group, the FT group is about one and a half years below grade level on the Total Reading, Total Math, and Spelling tests, with well over half the children performing one year or more below grade level on Total Math and about three-quarters one or more years below grade level on Total Reading and Spelling. The local NFT group is about a year below grade level on Total Reading and Total Math, and about one-half year below on Spelling. The best matched NFT is about one year below on Total Reading and Spelling, and near grade level on Total Math.

There were not enough children who had not attended preschool to allow study of this factor.

Chicago, IL

The FT and NFT groups are somewhat below sponsor average with respect to entry level and income, though they are similar in ethnic composition. The two groups resemble each other on entry level and ethnicity, but show an FT-favoring difference in income, preschool experience, and mothers' education, while the local NFT's have a substantially higher proportion of female-headed households. The best matched site is Wilmington, DE, whose NFT group resembles the FT in terms of entry level and ethnic compostition but whose income is higher than for the FT group. Only half of the best matched children have preschool experience compared to 100% of the FT group.

All NFT comparisons have been greyed for this sponsor and are not discussed here.

When compared with the MAT norm group, the FT children are nearly two years below grade level on the Total Reading, Total Math, and Spelling tests, with over 85 percent scoring one or more years below grade level on each of the three tests. Both local and best matched NFT groups are somewhat higher, though both are still more than one year below grade level on each test.

Since all FT children had preschool experience, no study of this dimension was possible.

Cohort III Effects To Date

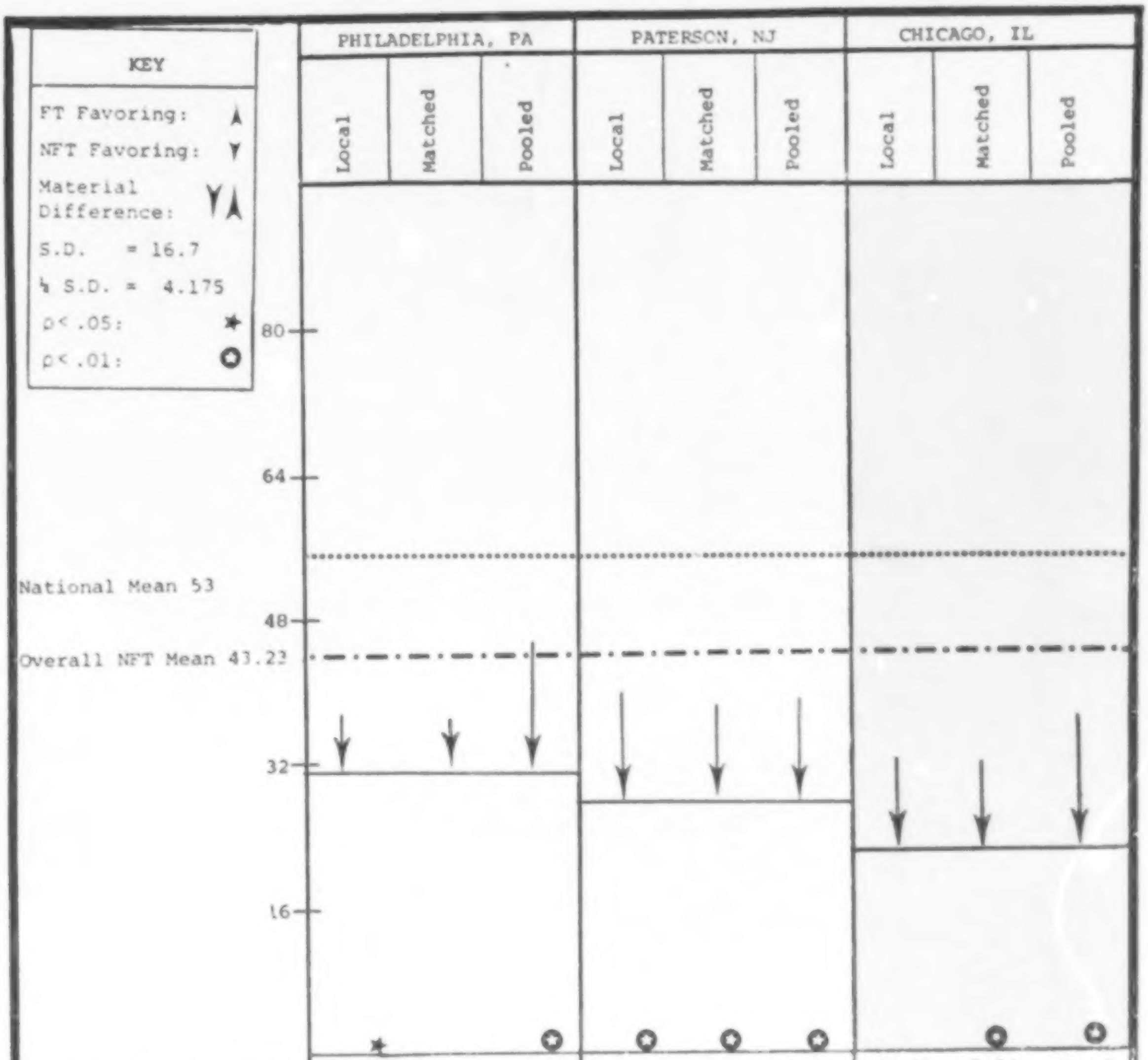
Of the three Cohort II EDC sites in the analyses, two are also found in the Cohort III analyses. Cohort III also includes two additional sites: Scranton, PA and Washington, DC. In both cohorts the majority of comparisons show the EDC children performing below the comparison children. Furthermore, their norm scores are substantially below grade level. The Cohort III Washington, DC group is the only major exception. Here, the FT children perform as well as NFT in Total Reading and Spelling and perform somewhat better in Total Math. The groups' norm scores are also at grade level. Overall, the children in the EDC program do not perform as well as the comparsion children.

Summary

The examination of the EDC model in three sites in Cohort II reveals no indications of FT-favoring effects. In addition, both the FT and NFT groups score well below grade level in all subjects in all sites. It appears that this model, although designed to meet the individual needs of children regardless of the level of disadvantage, is not succeeding in a way which can be measured by the evaluation battery. Similar results appear in the analyses of the Cohort III second grade data, except in Washington, DC where the outcomes are more favorable for the FT children.

Table 12-2

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN EDC MODEL

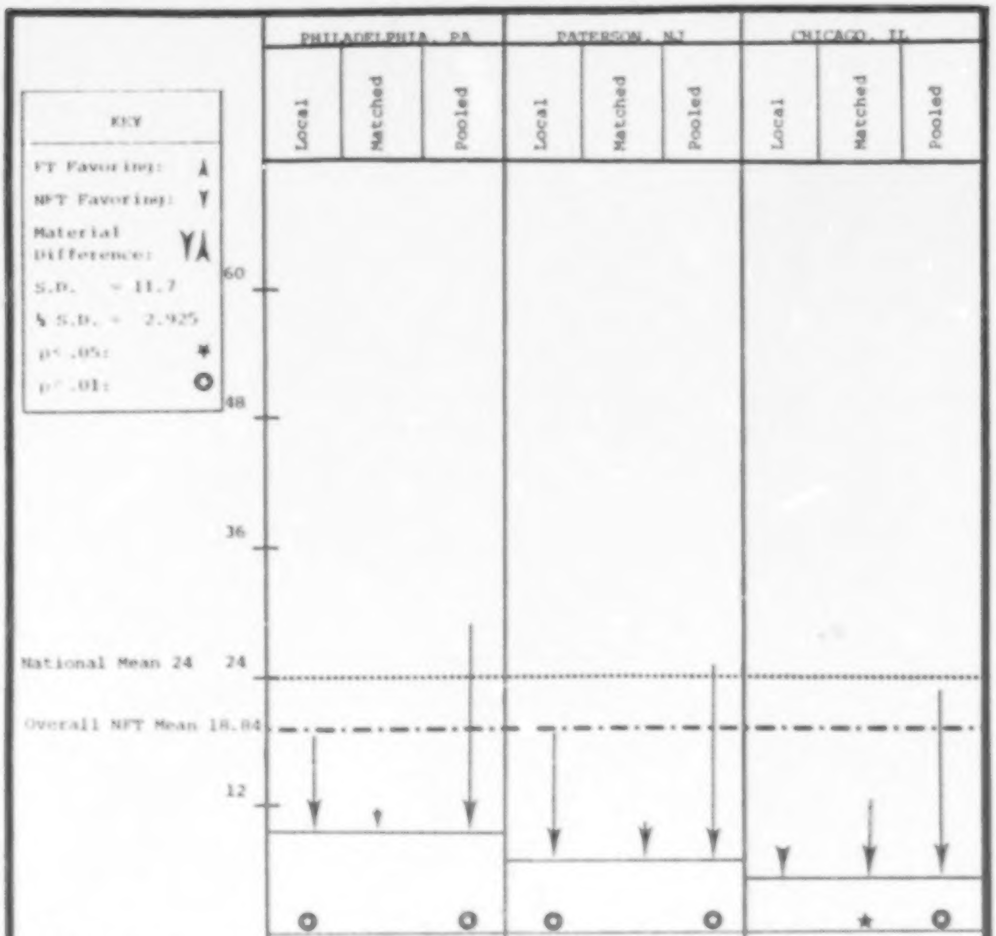


	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	PATERSON, NJ Local	PATERSON, NJ Matched	PATERSON, NJ Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled
Magnitude of Effect	-6.15	-4.94	-14.49	-12.75	-10.45	-11.26	-10.29	-9.92	-15.08
Standard Error	2.69	3.23	1.37	1.67	3.50	2.00	6.59	3.56	2.55
FT Mean	30.93			27.43			22.21		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		

PS PS PS
FKW

Table 12-4

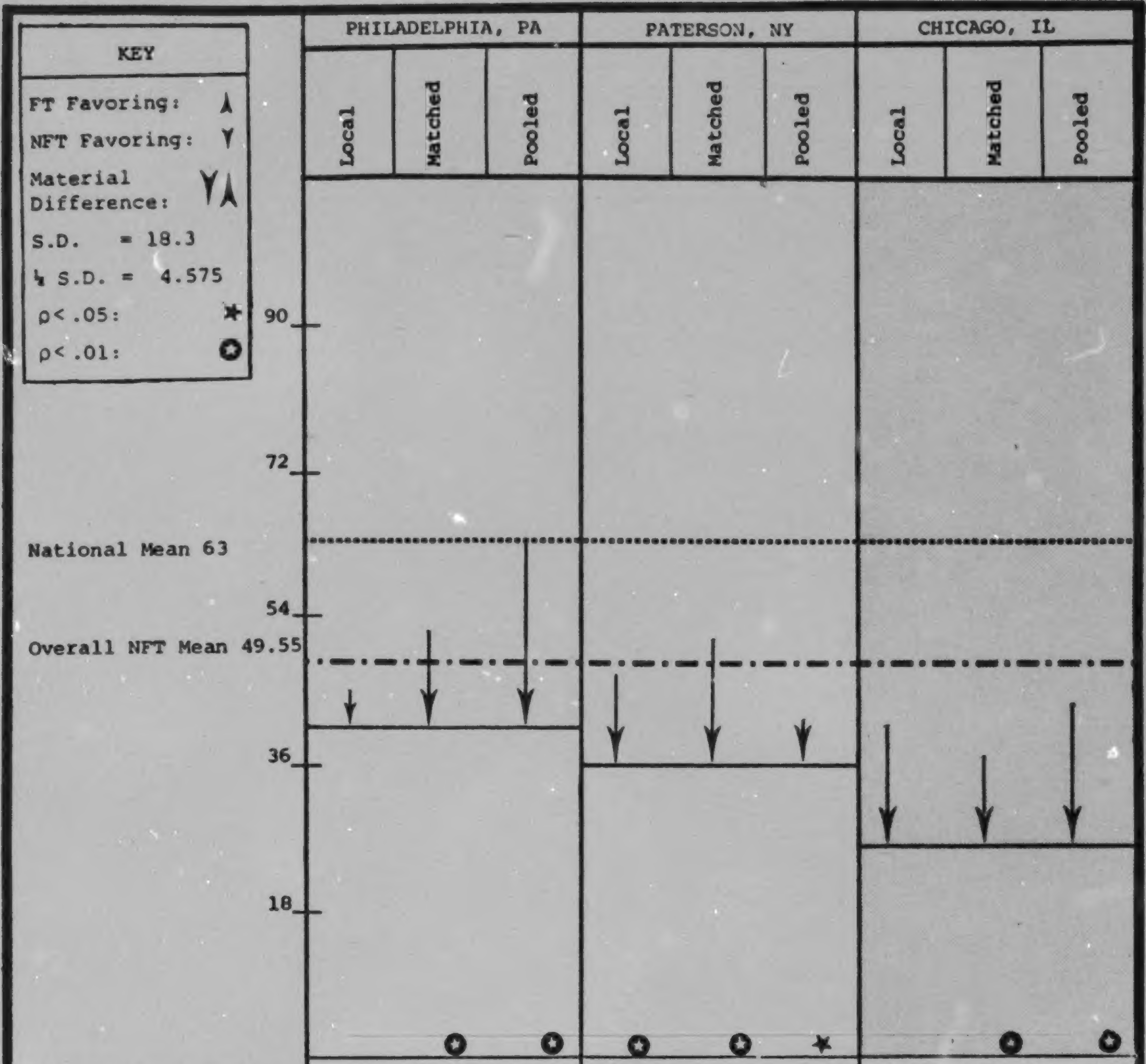
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	PATERSON, NJ Local	PATERSON, NJ Matched	PATERSON, NJ Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled
	○		○	○		○		★	○
Magnitude of Effect	-8.73	-2.65	-20.81	-11.21	-4.10	-18.26	-3.19	-7.55	-18.76
Standard Error	1.98	2.29	.95	1.23	2.62	1.46	4.87	3.15	2.02
FT Mean	9.52			7.14			5.64		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		
							PS	PS	PS FKW

Table 12-3

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN EDC MODEL

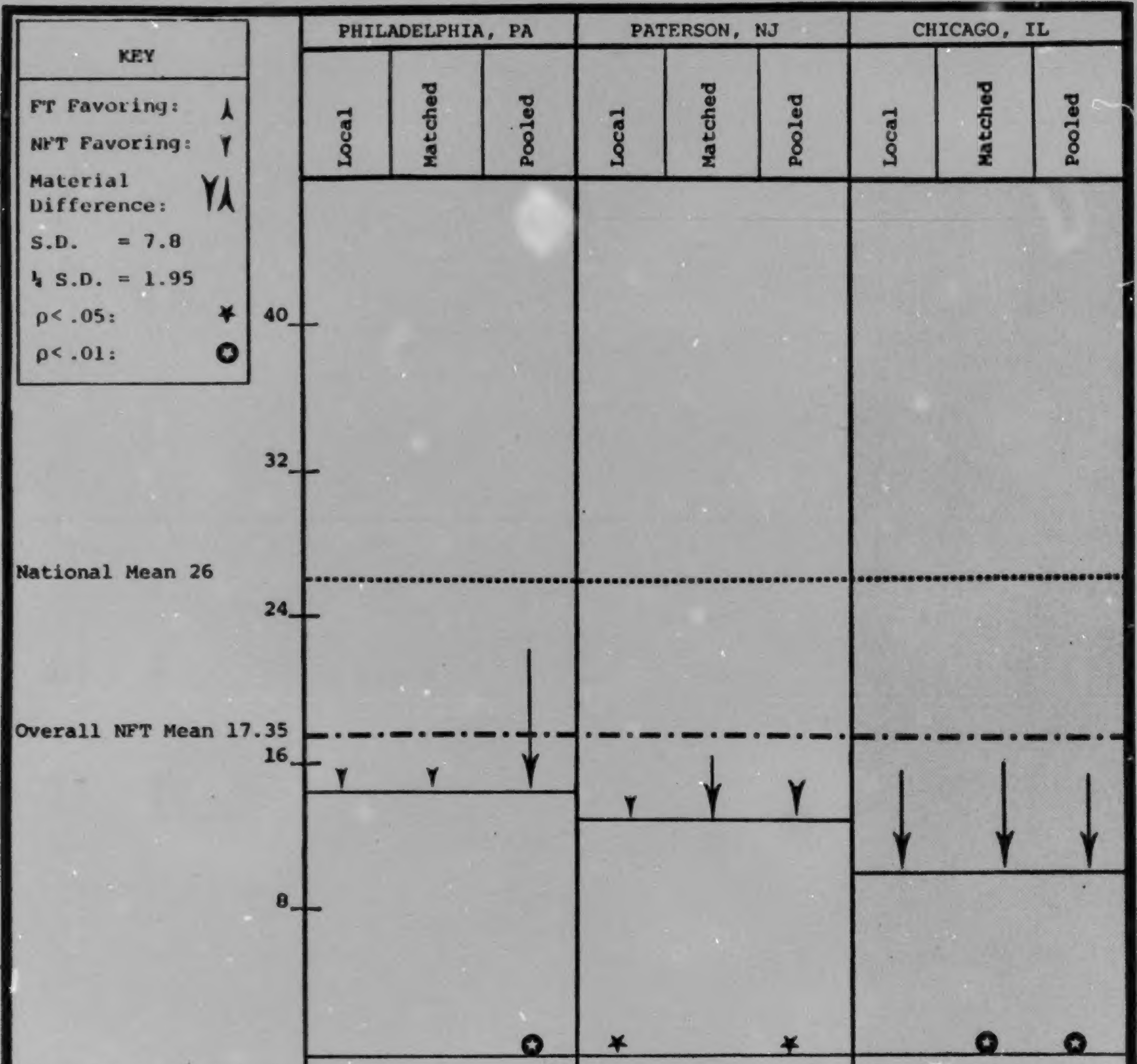


	PHILADELPHIA, PA			PATERSON, NY			CHICAGO, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
		✪	✪	✪	✪	✱		✪	✪
Magnitude of Effect	-4.23	-11.17	-22.24	-10.24	-16.10	-5.43	-14.18	-10.68	-17.07
Standard Error	3.09	3.68	1.50	1.93	4.04	2.18	7.60	3.58	2.33
FT Mean	40.54			36.05			26.64		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		

PS PS PS
FKW

Table 12-5

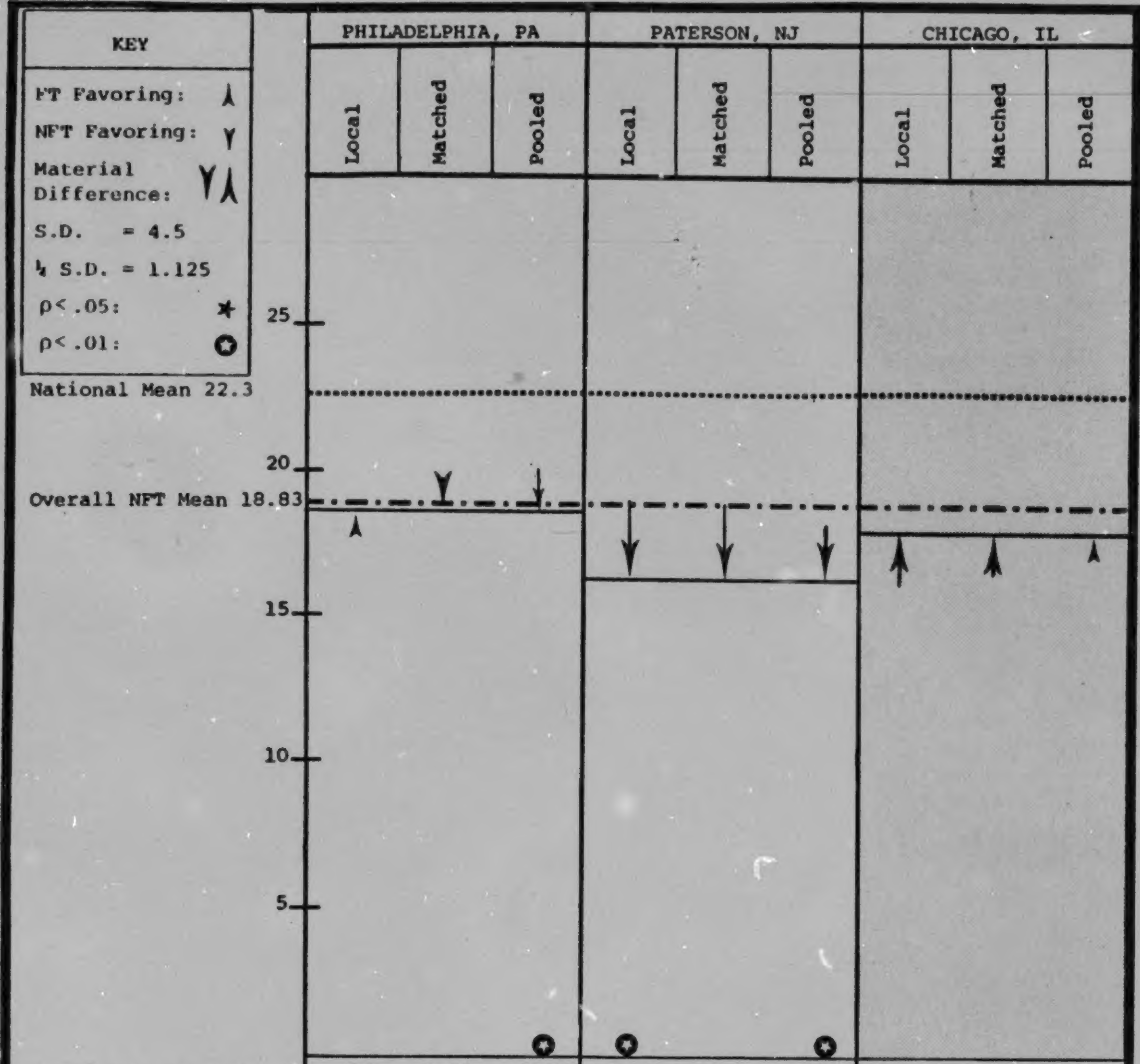
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
			✪	✶		✶		✪	✪
Magnitude of Effect	-1.33	-.59	-7.20	-1.67	-3.40	-2.00	-5.11	-5.90	-5.08
Standard Error	1.32	1.57	.64	.82	1.73	.86	3.25	1.96	.96
FT Mean	14.54			12.98			9.71		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		
							PS	PS	PS FKW

Table 12-6

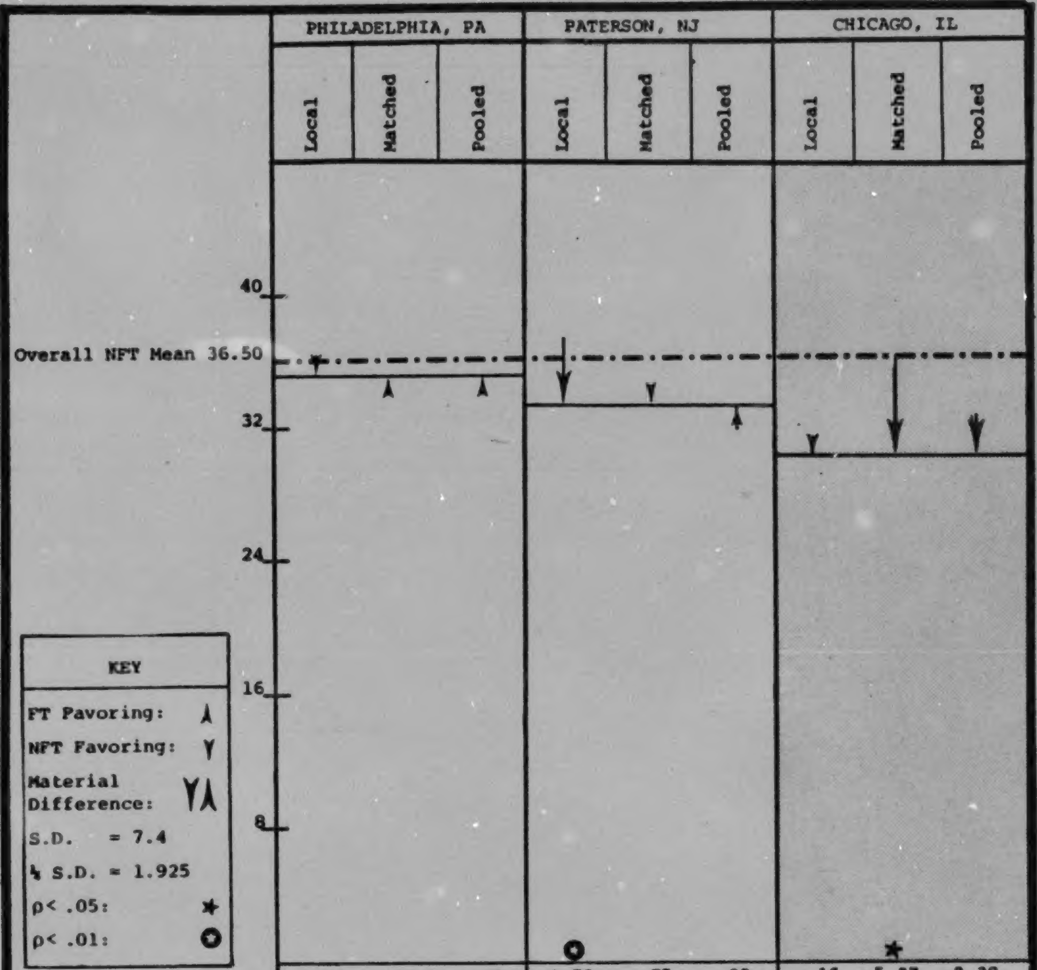
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.24	-1.66	-1.12	-2.70	-2.42	-2.27	2.05	1.41	.51
Standard Error	.80	.88	.37	.53	1.26	.71	1.97	1.31	.91
FT Mean	18.35			16.17			17.79		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		
							PS	PS	PS FKW

Table 12-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN EDC MODEL

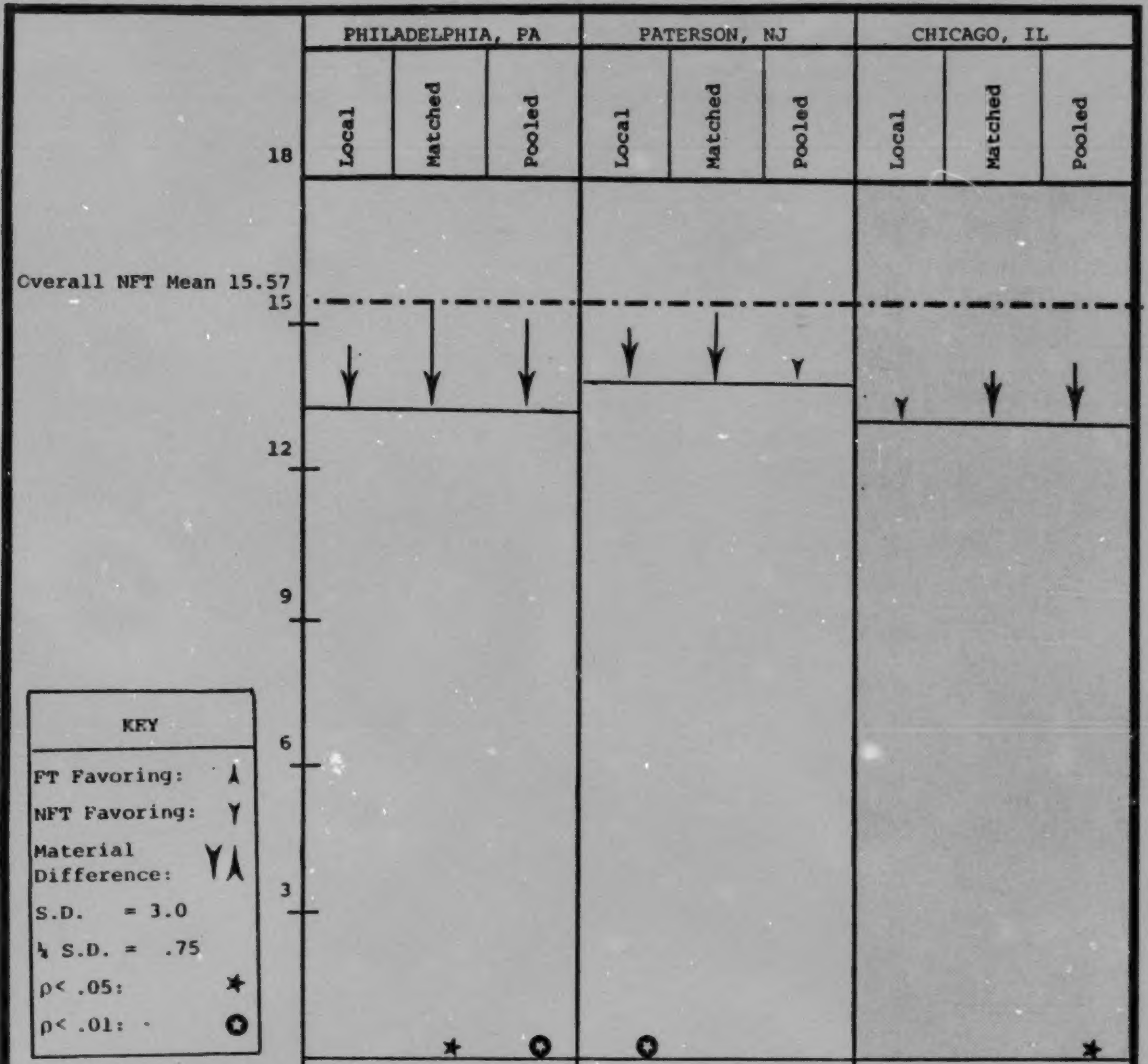


	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	PATERSON, NJ Local	PATERSON, NJ Matched	PATERSON, NJ Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled
Magnitude of Effect	-1.01	.33	.46	-3.78	-.75	.02	-.16	-5.37	-2.38
Standard Error	1.51	1.75	.78	.94	1.95	1.20	3.69	2.48	1.79
FT Mean	35.02			33.12			30.57		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		

PS PS PS
FKW

Table 12-8

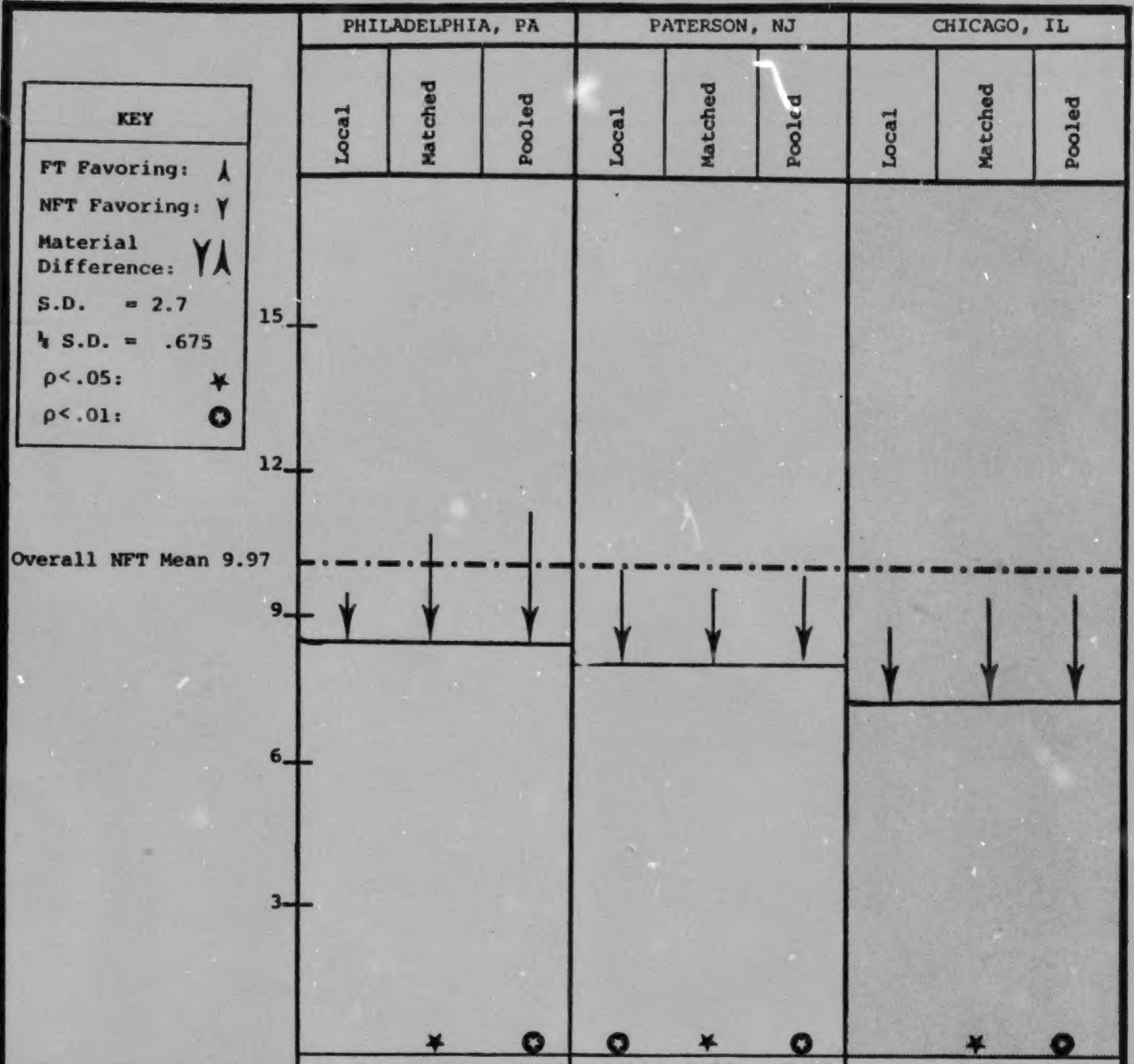
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS ($^+$) FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-1.42	-2.73	-2.12	-1.30	-1.55	-.68	-.34	-1.19	-1.64
Standard Error	.72	1.00	.44	.42	.89	.49	1.78	.88	.82
FT Mean	13.74			14.19			13.29		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		
							PS	PS	PS FKW

Table 12-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (-) FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA Local	Matched	Pooled	PATERSON, NJ Local	Matched	Pooled	CHICAGO, IL Local	Matched	Pooled
Magnitude of Effect	-1.10	-2.03	-2.84	-2.13	-1.56	-1.77	-1.48	-2.03	-2.06
Standard Error	.60	.77	.33	.37	.76	.45	1.50	.82	.60
FT Mean	8.70			8.29			7.43		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		

PS PS PS
FKW

Table 12-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN EDC MODEL

	MAT Norm Population	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL			SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
			Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading															
Spring Third Grade Median	61	47.9	52.0	52.4	45.2	52.2	52.4	34.5	48.0	48.1	42.5	50.7		52.4	56.0
Percentile of Median	50	11.8	22.0	22.8	8.2	22.4	22.8	1.4	12.0	12.2	5.6	18.8		22.8	34.0
Grade Equivalent	3.5	2.3	2.6	2.6	2.1	2.6	2.6	1.6	2.3	2.3	2.0	2.5		2.6	3.0
Percent 1 Year or More Below Grade Level	20	67.0	48.4	33.3	73.8	41.7	33.3	85.7	68.4	64.5					
Total Mathematics															
Spring Third Grade Median	70.5	57.5	58.0	66.0	51.0	57.8	66.0	45.5	53.2	55.2	51.3	56.3		57.7	59.3
Percentile of Median	50	13.0	14.0	34.0	6.0	13.6	34.0	1.9	8.2	10.2	6.3	11.3		13.4	16.6
Grade Equivalent	3.75	2.8	2.8	3.4	2.3	2.8	3.4	2.0	2.4	2.5	2.3	2.6		2.8	2.9
Percent 1 Year or More Below Grade Level	12	50.0	58.4	25.9	64.3	47.2	25.9	85.7	68.4	57.0					
Spelling															
Spring Third Grade Median	64	46.7	58.3	51.2	45.5	57.5	51.2	39.5	42.0	49.9	43.9	52.6		56.4	60.0
Percentile of Median	50	9.7	33.2	16.4	8.5	31.0	16.4	3.0	5.2	13.9	6.9	19.2		27.6	38.0
Grade Equivalent	3.6	2.2	3.0	2.4	2.0	2.9	2.4	1.6	1.8	2.3	1.9	2.5		2.8	3.1
Percent 1 Year or More Below Grade Level	22	64.3	37.9	55.6	78.6	33.3	55.6	85.7	73.7	57.9					
BEST MATCH SITE		Buffalo, NY			Buffalo, NY			Wilmington, DE							

Table 12-11

BACKGROUND VARIABLES AND OUTCOME MEASURES
FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN EDC MODEL

	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL		
	FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match
Preschool Information									
Number	112	124	27	42	36	27	14	19	107
Percent 4+ Months	61	23	82	79	56	82	100	29	30
Percent None	20	28	07	02	19	07		71	35
Percent 1-3 Months			11	17	22	11			07
Percent No Information	19	49		02	03				28
Fall Kindergarten WRAT									
Preschool Mean	31.3	31.5	27.9	28.6	26.8	27.9	22.7	28.0	26.9
No Preschool Mean	29.2	25.5	21.0	2.0	22.4	21.0		30.8	25.3
*Other Mean**	25.2	25.1	30.0	26.4	20.0	30.0			23.5
Income									
Preschool Mean	5800	5133	6175	6079	5667	6175		7800	4542
No Preschool Mean	6650	4929	8000	5000	4643	8000		7711	5892
*Other Mean**			7000	5417	4500	7000			5166
MAT Total Reading									
Preschool Mean	30.9	41.1	38.7	27.0	41.0	38.7	22.2	38.7	30.5
No Preschool Mean	36.5	36.9	30.5	14.0	38.1	30.5		50.6	33.6
*Other Mean**	24.9	34.1	28.0	30.9	31.3	28.0			31.2
MAT Total Math									
Preschool Mean	40.8	48.0	54.9	35.2	42.5	54.9	26.6	52.9	37.2
No Preschool Mean	43.0	46.1	49.0	22.0	33.9	49.0		57.3	38.1
*Other Mean**	37.1	39.6	43.0	41.1	39.0	43.0			38.9
BEST MATCH SITE	Buffalo, NY			Buffalo, NY			Wilmington, DE		

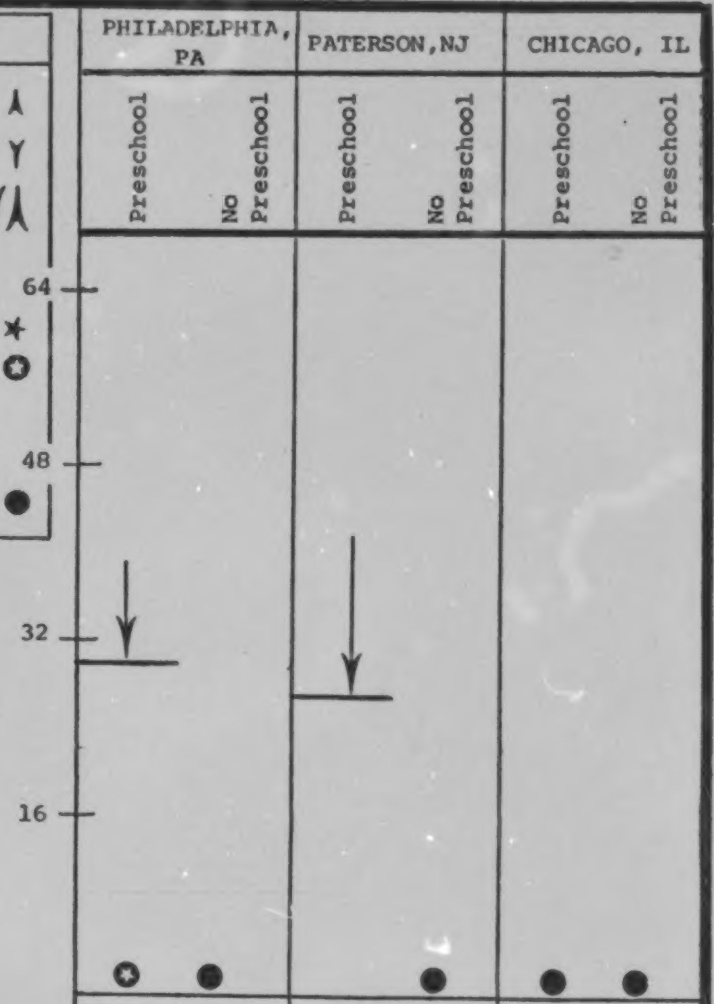
Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 12-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN EDC MODEL

KEY

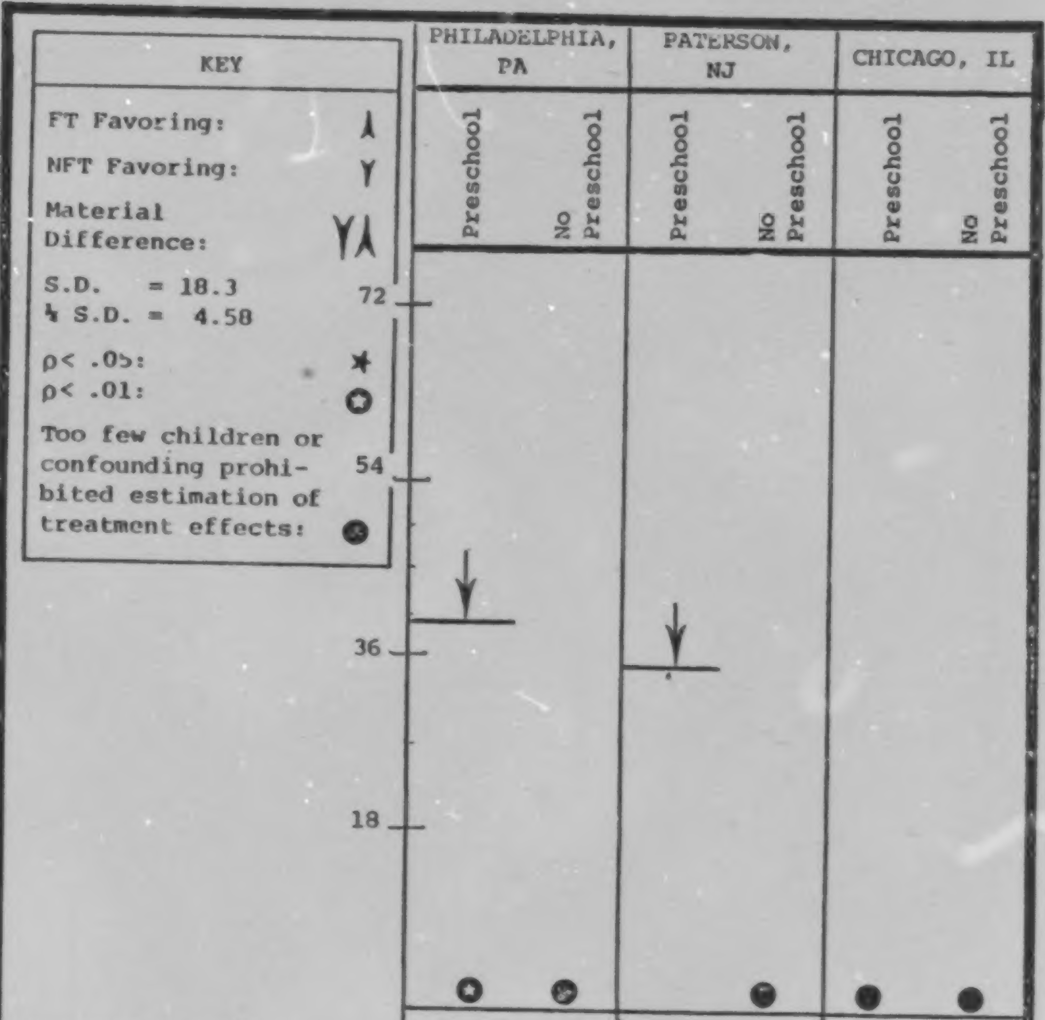
FT Favoring: ⅄
NFT Favoring: Y
Material Difference: Y⅄
S.D. = 16.7
¼ S.D. = 4.18
ρ< .05: ✶
ρ< .01: ✪
Too few children or confounding prohibited estimation of treatment effects: ●



	PHILADELPHIA, PA Preschool	PHILADELPHIA, PA No Preschool	PATERSON, NJ Preschool	PATERSON, NJ No Preschool	CHICAGO, IL Preschool	CHICAGO, IL No Preschool
Magnitude of Effect	-9.87		-14.15			
Standard Error	3.19		9.71			
FT Mean	30.91		27.00			
No. of FT Children	68	23	33	1	14	6
No. of non-FT Children	29	35	20	7	0	13

Table 12-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA Preschool	PHILADELPHIA, PA No Preschool	PATERSON, NJ Preschool	PATERSON, NJ No Preschool	CHICAGO, IL Preschool	CHICAGO, IL No Preschool
Magnitude of Effect	-8.65		-6.62			
Standard Error	2.17		11.36			
FT Mean	40.78		35.24			
No. of FT Children	68	23	33	1	14	
No. of non-FT Children	29	35	20	7	0	

CHAPTER THIRTEEN

SELF-SPONSORED MODEL

Overview

Each of the five Self-Sponsored FT programs conforms to the overall Follow Through guidelines and otherwise may or may not implement a specific, innovative educational design. These are groups who chose to maintain their own programs instead of adopting one of the models available under the "planned variation" strategy.

Sites included in the sample are located in Detroit, MI, New York, NY, Philadelphia, PA, Portland, OR, and San Diego, CA. The summary of FT-favoring (+) and NFT favoring (-) effects for these sites is located on Figure 13-1. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed.

FT children in Philadelphia and San Diego are performing one or more years behind in comparison with the MAT norm group. FT children in Detroit and New York, despite NFT-favoring effects, are performing at or near grade level (see Figure 13-3).

Description of the Model

Self-Sponsored programs are similar to one another in unique characteristics of sponsorship rather than in the educational processes they employ. All of the projects in the Self-Sponsored group are from the initial group of districts that joined the Follow Through experiment in 1967-68 before the "Planned Variation" strategy was undertaken. They elected to retain the programs which local school district staffs had implemented rather than select a new sponsor.

Figure 13-1

SUMMARY OF EFFECTS FOR SELF-SPONSORED MODEL

	DETROIT, MI			NEW YORK, NY			PHILIADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading		-			-			+				+			
Total Math			-		-	-						+			-
Spelling		-	-			-		+	-			-			-
Language					-	-								+	-
Raven's			-		-	-									-
Coopersmith												+		+	
IARS (+)										+		+			
IARS (-)												+			
Word Knowledge		-			-							+			
Reading					-			+				+			
Math Concepts	-	-	-		-	-		+	-						-
Math Computations			+			-						+			-
Math Problem Solving			-		-	-						+			-
Language Part A			+									+			
Language Part B			-		-	-								+	-
	PS	PS	PS	FKW	PS	FKW PS			FKW	FKW PS	PS	FKW PS	PS		PS

These Self-Sponsored programs have not developed published statements concerning their approaches or particular objectives. However, all adhere to the broad outlines of Follow Through aims. These goals are that children be excited about learning, feel good about themselves and their competence and master basic reading, language and arithmetic skills, that teachers make learning interesting and provide individual and small-group instruction, and that parents share in the education of their children and in school decisions.

Description of the Learning Environment

As Figure 13-3 shows, the Self-Sponsored programs are sampled in five sites. As might be expected, there is considerable site variability

Figure 13-2
Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in SELF-SPONSORED MODEL

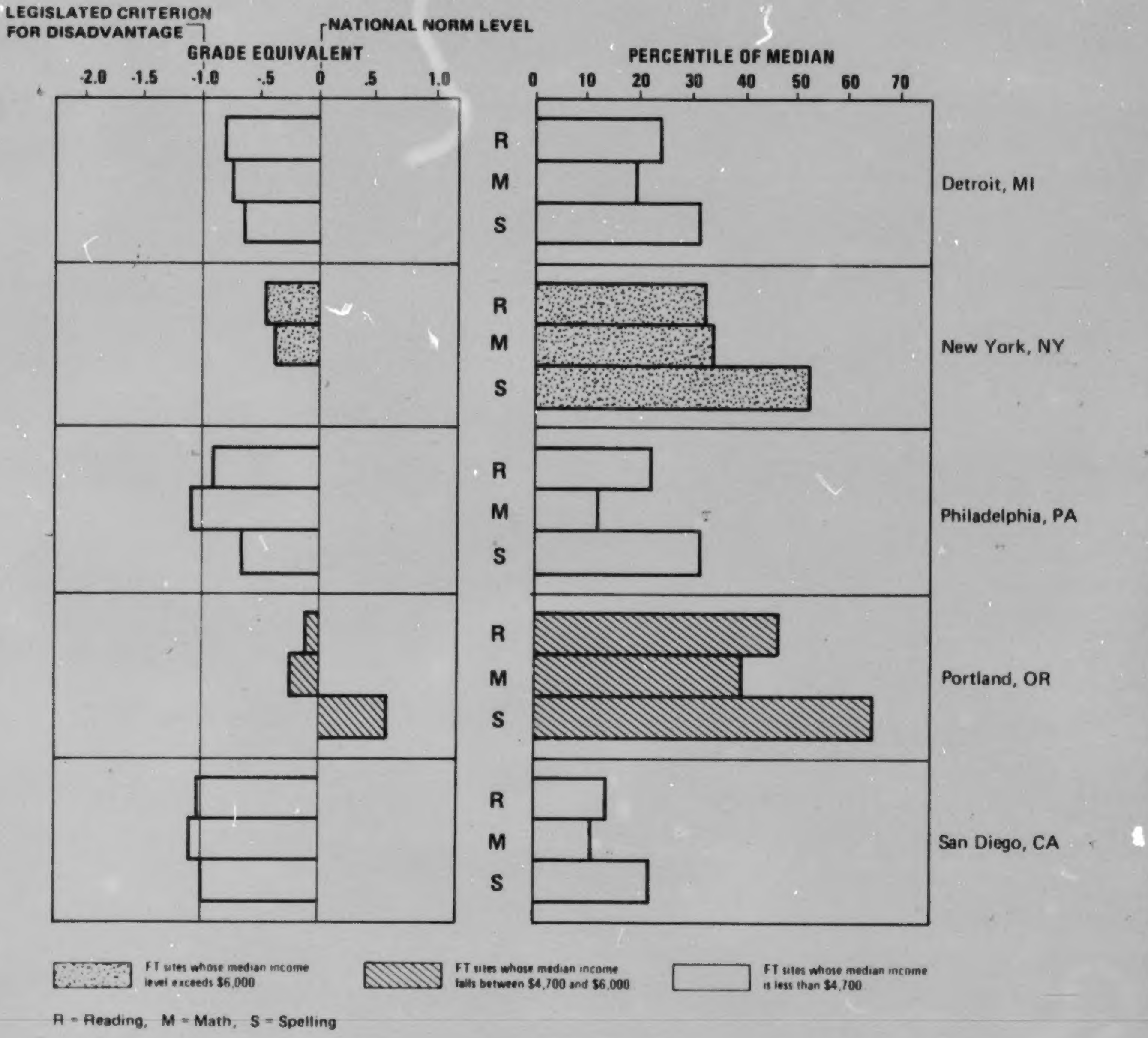
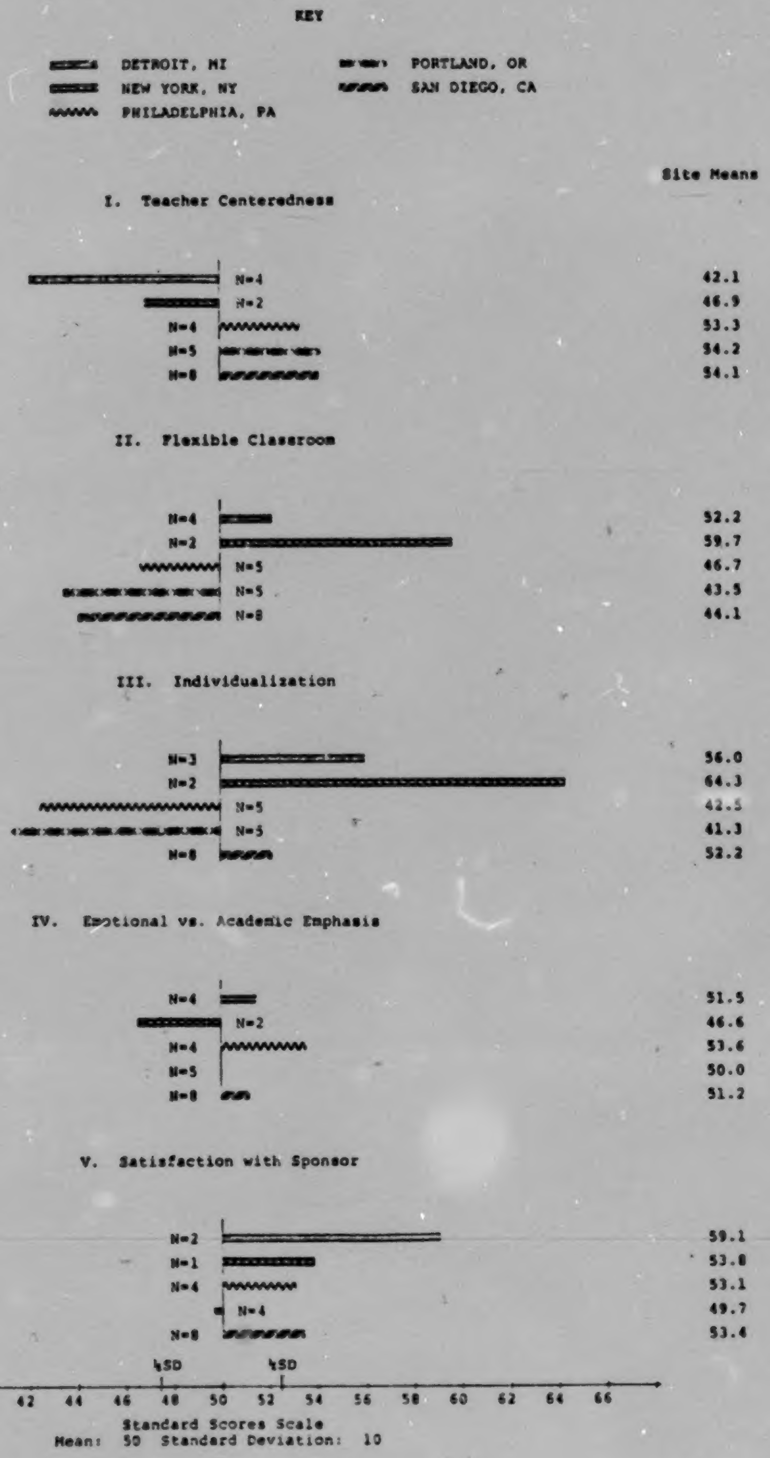


Figure 13-3

INDICATIONS OF IMPLEMENTATION FROM TEACHER QUESTIONNAIRE CLUSTERS
FOR SELF-SPONSORED MODEL



in the types of classroom learning environments implemented. Generally speaking, Self-Sponsored sites can be arrayed on a continuum of structuredness, with Detroit and New York being the most unstructured; Philadelphia and San Diego, moderately structured; and Portland more highly structured. The unstructured sites also show a high degree of individualization; the structured sites, a low degree. Self-Sponsored sites deviate little from the sample average in degree of academic emphasis, and are generally high in teacher satisfaction.

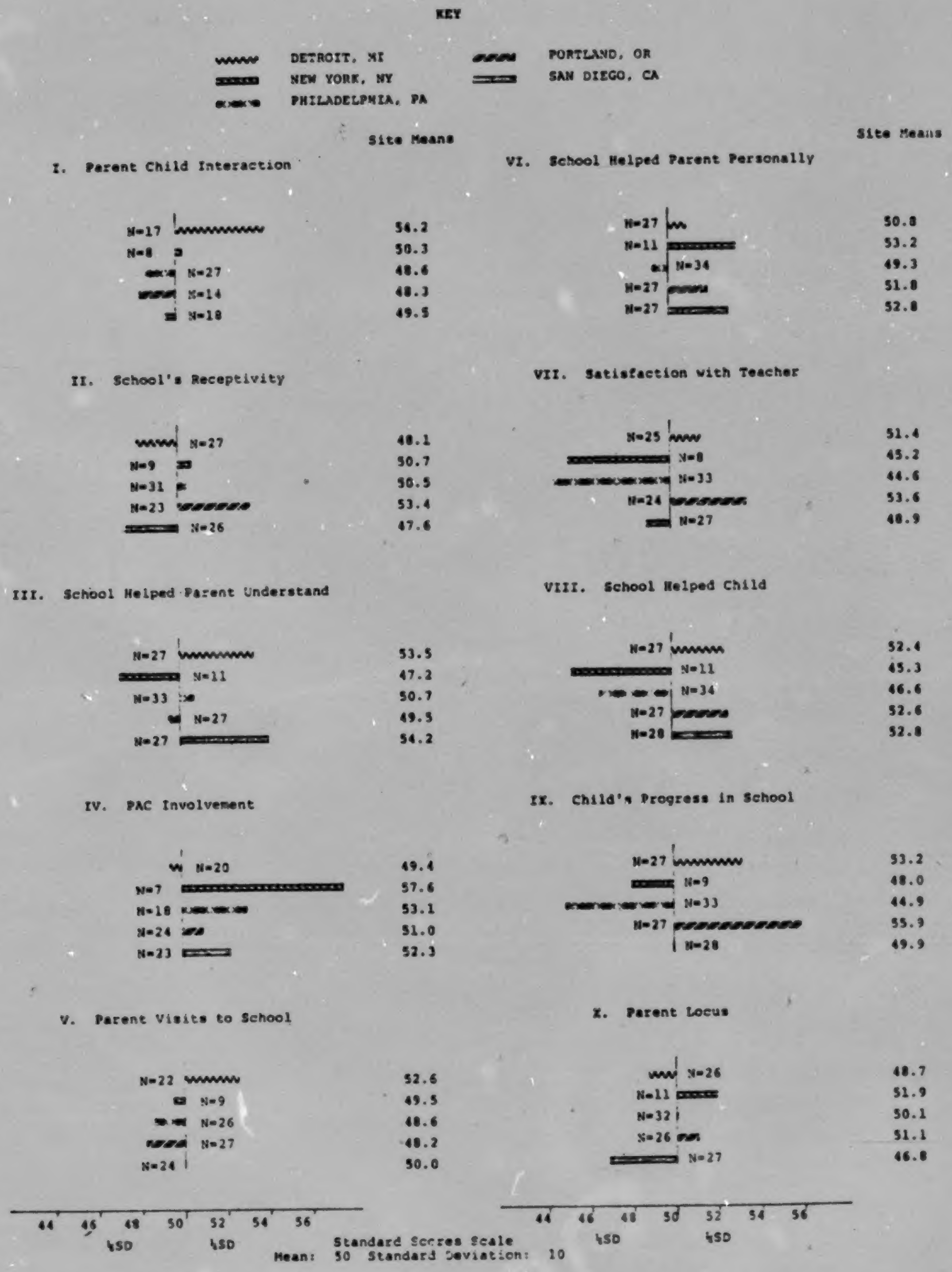
As Figure 13-4 shows, there is considerable variability on the optimal parent factors (I and II). While most sites are generally average on these factors, Detroit is above average on parent child interaction and Portland is above average on school receptivity. Self-Sponsored sites also generally show average or better level of parent involvement (factors III-V). However, with the exception of Detroit, sites are slightly below average in parent visits. With the exceptions of New York and Philadelphia, which are below average, Self-Sponsored parents express average or greater satisfaction with the sponsor (factors VI-IX). While San Diego parents are below average in their perception of control over their environment, parents in other sites are average. Additional information on teacher and parent samples can be found in Appendix Tables A 13-2, A 13-4, and A 13-5.

Characteristics of the Models

There is considerable variability in background characteristics among the Self-Sponsored sites. New York FT children appear to be the least disadvantaged of the sites, with higher family incomes, pretest scores, and, with the exception of Portland, more mothers with high school diplomas. Detroit and San Diego are the most disadvantaged Self-Sponsored sites with respect to family income and percent of female heads of household. Although most of the FT children at both sites have preschool experience, the FT children in Detroit score below average on the pretest for FT children at other sites while the FT children in San Diego show moderately high pretest scores. The distributions of background variables are depicted in Table 13-1.

Figure 13-4

INDICATIONS OF IMPLEMENTATION FROM PARENT QUESTIONNAIRE FACTORS FOR SELF-SPONSORED MODEL



Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling, and language), (Tables 13-2 through 13-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 13-6 through 13-9).
- standardized scores for MAT subtests (Table 13-10);
- effects for the preschool analyses (Tables 13-12 and 13-13).

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

- effects on the MAT partial subtests (Tables A 13-6 through A 13-12);
- attrition (Table A 13-13);
- ethnic distribution (Table A 13-16);
- background variables for Cohort III analyses (Table A 13-17);
- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A 13-18 through A 13-20);
- standardized scores for MAT subtests for Cohort III Table A 13-21);
- teacher questionnaire cluster variables for Cohort III (Table A 13-1);
- teacher background characteristics for Cohort III (Table A 13-2).

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A 13-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A 13-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A 13-14 and A 13-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A 13-15 and A 13-23);
- ethnic distribution for Cohort III (Table A 13-24).

Table 13-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN SELF-SPONSORED MODEL

	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match			
Children in Analytic Sample																		
Number	43	37	27	20	245	13	86	124	53	45	46	21	71	42	54			
Fall Kindergarten WRAT																		
Mean Score	27.4	25.5	27.4	39.6	33.3	39.8	22.6	26.8	25.2	36.5	26.2	39.3	34.1	32.7	33.8	29.8	29.6	
Percent with Preschool	100	76	46	90	88	27	54	45	37	100	50	0	96	82	78	81	49	9
Number Responding	43	37	22	20	163	15	70	64	49	44	36	5	68	22	41			
Children's Ethnicity																		
Percent Black	100	100	100	10	78	0	99	83	100	91	69	100	62	63	48	70	57	11
Percent White	0	0	0	50	0	57	0	1	0	9	31	0	1	2	11	19	34	87
Percent Other	0	0	0	40	22	43	1	16	0	0	0	0	37	34	41	11	10	2
Family Income in Median Dollars	4125	4500	4000	8750	5250	7000	4375	4785	3500	4750	6167	3500	3666	6750	3750	4733	5964	
Number Responding	38	32	21	16	92	13	43	43	48	34	34	5	29	22	40			9590
Mother's Education																		
Percent High School Graduates	45	44	50	56	57	36	40	45	44	79	62	20	43	71	30	46	46	51
Number Responding	38	34	18	16	91	14	37	47	45	34	34	5	28	21	37			
Female Heads of Household																		
Percent	69	62	57	28	41	29	49	48	33	44	29	80	60	32	48	42	34	9
Teachers																		
Number	4	5	5	2	22	5	5	30	22	6	8	2	8	11	9			
Teacher Education																		
Percent B.A. or Less	25	40	75	0	9	80	40	17	59	33	38	0	12	46	22	34	45	
Percent More than B.A.	50	40	25	0	36	20	40	40	27	50	38	50	88	27	67	42	34	
Percent More than M.A.	25	20	0	100	54	0	20	43	14	17	25	50	0	27	11	24	21	
Teaching Experience																		
Total Years	22.2	5.2	5.8	7.5	9.0	6.6	13.2	9.1	9.5	6.5	10.1	11.0	7.8	7.6	7.8	8.3	10.9	
BEST MATCH SITE	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA					

Detroit, MI

The FT group is typical of this sponsor in terms of entry WRAT score and income, though its ethnic composition lacks the small percentages of Whites and "others" found with this sponsor's FT group as a whole. The local NFT group is less representative of this sponsor's NFT sample, lacking the large proportion--almost half--of Whites and "others", having lower family income. The entry WRAT score is the lowest found among NFT for this sponsor. The two groups are closely matched on entry level, ethnicity, and income. The best matched site is Kansas City, MO, whose NFT group is well matched on entry level, income, and ethnicity, though less than half its children have preschool experience while all FT children had preschool.

All analyses for this site have been greyed and FT/NFT comparisons will not be discussed here.

When compared with the MAT norm group, both the FT and local NFT are over one-half year below grade level on Total Reading, Total Math, and Spelling. The matched NFT is at or near grade level on Total Reading and Spelling, but about one-half year behind on the Total Mathematics test.

Since all FT children have preschool experience, this dimension could not be studied at this site.

New York, NY

The FT group is not typical for this sponsor in that its entry WRAT score is the highest observed, its ethnic composition involves only 10 percent Blacks compared with 70 percent for the sponsor as a whole, and its income is extremely high in comparison with the analytic sample. The local NFT is more representative of the sponsor in terms of entry WRAT score, ethnic composition, and income. In FT and local NFT comparison, FT is favored on entry level and income; the ethnic composition of the two groups is quite divergent. The best matched site is San Jose, CA, whose NFT group closely conforms to FT entry WRAT score and ethnic composition, but whose income, though higher than average, is still well below FT levels. The best matched group has less than a third as high a preschool experience rate as the FT group.

All NFT comparisons have been greyed and are not discussed in this section.

When compared with the MAT norm group, the FT sample is about one-half year below grade level on Total Reading, but near or at grade level on Total Math and Spelling tests. The local NFT group was at or near grade level on all three tests, while the matched NFT group was at or above grade level on all three tests, being about one-half year above on the Total Reading test.

The small number of children without preschool precludes serious study of preschool impacts.

Philadelphia, PA

The FT group shows the lowest entry WRAT score observed for this sponsor, but is reasonably sponsor-representative with respect to ethnicity and income. The local NFT is somewhat more typical of this sponsor's NFT in terms of entry level WRAT, but its ethnic composition fails to mirror the substantial White element characteristic of this sponsor, and its income is below the sponsor NFT average. The FT and local NFT are fairly well matched on entry level, ethnicity, and income. The best matched site is Jacksonville, FL, whose NFT group conforms closely to FT entry WRAT scores and ethnic composition, but whose income is somewhat below the FT level.

Discussed here are FT/local and FT/matched NFT comparisons; the FT/pooled NFT comparison has been greyed.

On third grade posttests, the FT outperforms the matched NFT on the Total Reading and Spelling tests.

When compared with the MAT norm population, both FT and local NFT groups are about one year below grade level on Total Reading and Total Math tests, and about one-half year below on the Spelling test. The matched NFT group is more than a year below grade level on all three tests.

No significant performance differences between children with and without preschool were observed.

Portland, OR

The FT and local NFT are fairly typical for this sponsor with respect to income and ethnic composition, but the FT entry WRAT is higher than sponsor average, while the local NFT is just below sponsor average. The two groups show differences favoring FT on the entry WRAT score and favoring NFT in income. The FT is almost entirely Black while NFT is almost a third White, and has only half the FT percentage of children with preschool experience. The best matched site is E. St. Louis, IL, where the NFT group shows a high entry WRAT score, as does the FT group, and is well matched for ethnic composition but whose income is lower than FT levels. None of the best matched children had preschool experience, and only about a quarter as many best matched mothers as FT mothers finished high school.

All analyses for this site have been greyed; FT/NFT comparisons are not discussed here.

Compared with the MAT norm group, the FT group is at or near grade level on Total Reading and Total Math, and about one-half year above grade level on Spelling. The local and matched NFT fare less well, being more than one-half year below grade level on all three tests, with the local NFT almost a year below on Total Math.

There were no FT children without preschool, precluding analysis of this dimension.

San Diego, CA

The FT and local NFT groups both show higher than sponsor average entry WRAT scores, and are divergent from overall sponsor ethnic composition in that these local groups have more substantial percentages of "other" and fewer Whites than the sponsor overall. Percentages of Blacks are about equal. The FT income is below, and NFT income above the sponsor average. The two groups are well matched on entry WRAT score and ethnic composition.

The FT/local and FT/pooled NFT comparisons have been greyed; discussed here is only the FT/matched comparison.

Examination of posttests shows FT surpassing matched NFT performance on the Language test. The affective test performance favors FT over matched NFT on the Coopersmith.

When compared with the MAT norm group, FT performs about a year below grade level on Total Reading, Total Math, and Spelling tests. Local NFT performance is slightly better, being over one-half year below grade level on all three tests, while the matched NFT replicates the FT pattern.

Groups without preschool were too small for meaningful analyses of this dimension.

Cohort III Effects to Date

Only two of the Self-Sponsored sites in Cohort II sample are found in Cohort III. For the New York group the only difference across cohorts is found in Reading. The FT children in the Cohort III New York group perform better than the matched group in Reading and further are performing at grade level. The other measures and comparisons suggest that these children are not performing as comparison children in either cohort and that the children's performance is somewhat below grade level.

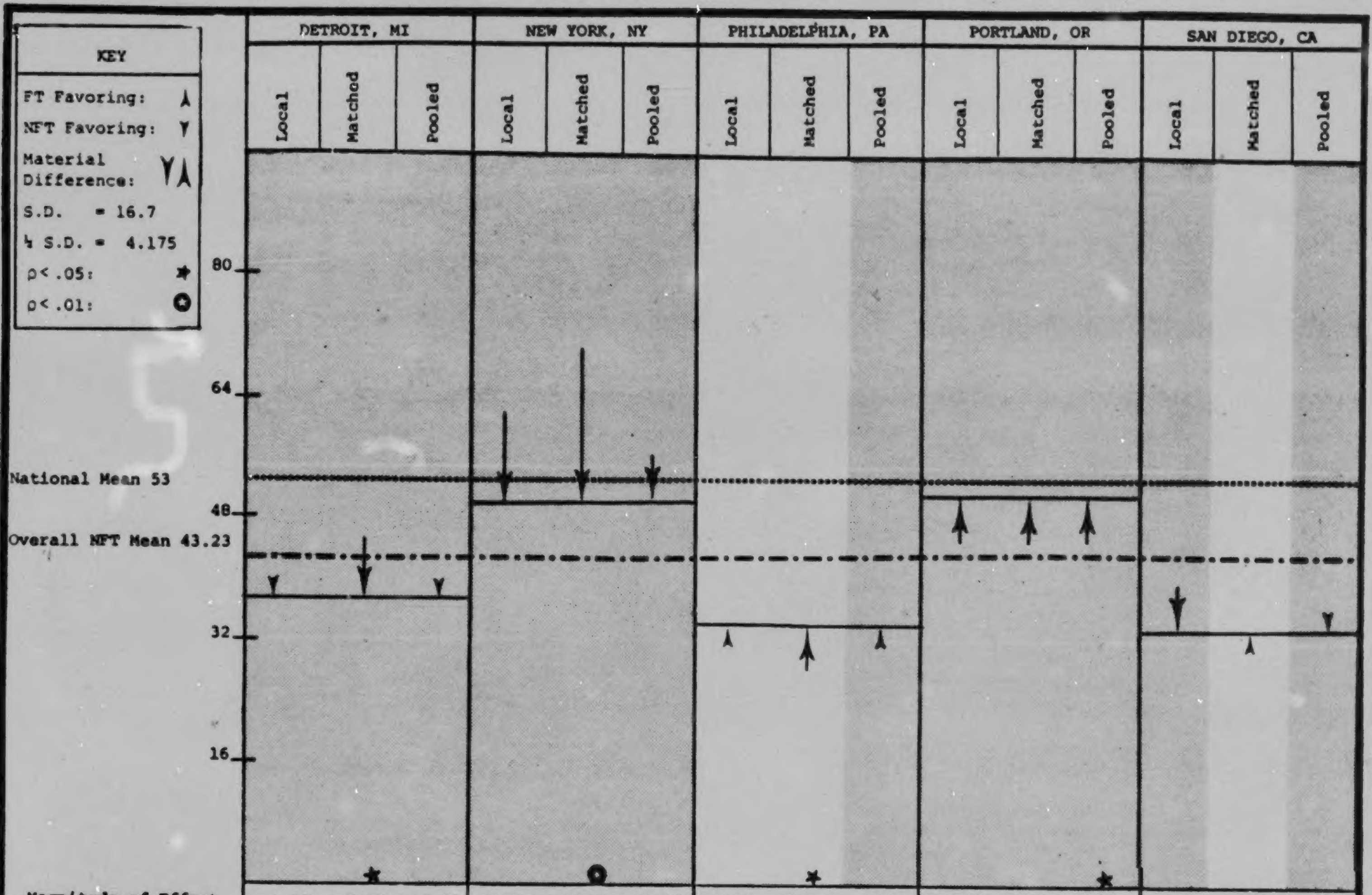
In Philadelphia, the FT children in both cohorts seem to perform as well or better than comparison children, suggesting that the program in Philadelphia is somewhat successful. However, the children in both cohorts are performing substantially below grade level.

Summary

Where the effects have been analyzed Self-Sponsored programs appear to have implemented the general goals of FT to varying degrees. The sites vary considerably in kind of program implemented. These five sites are analogous to districts founded by the Title I program, where the school district, at its own discretion, develops an educational curriculum for disadvantaged children. Philadelphia and San Diego both demonstrate positive effects. The Cohort III effects on the second grade data are parallel to the Cohort II New York and Philadelphia outcomes.

Table 13-2

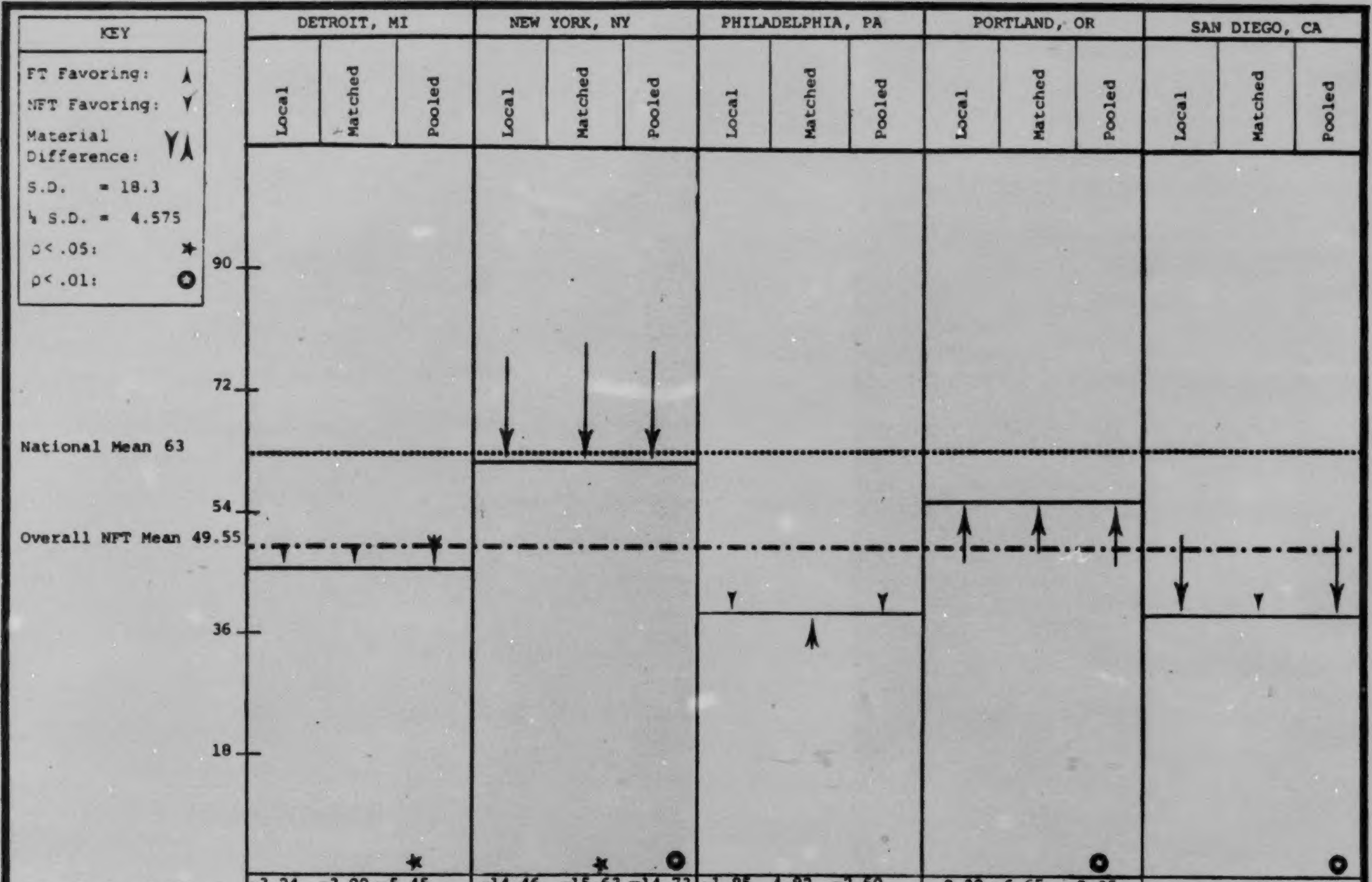
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-3.67	-8.06	-3.27	-12.85	-20.28	-6.12	1.38	6.40	.54	5.41	7.55	5.16	-4.41	2.89	-2.92
Standard Error	-3.78	3.85	1.97	11.08	5.39	3.61	3.76	2.67	1.55	5.37	5.09	2.34	5.94	2.88	1.61
FT Mean	37.12			49.55			35.40			50.29			34.38		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

Table 13-3

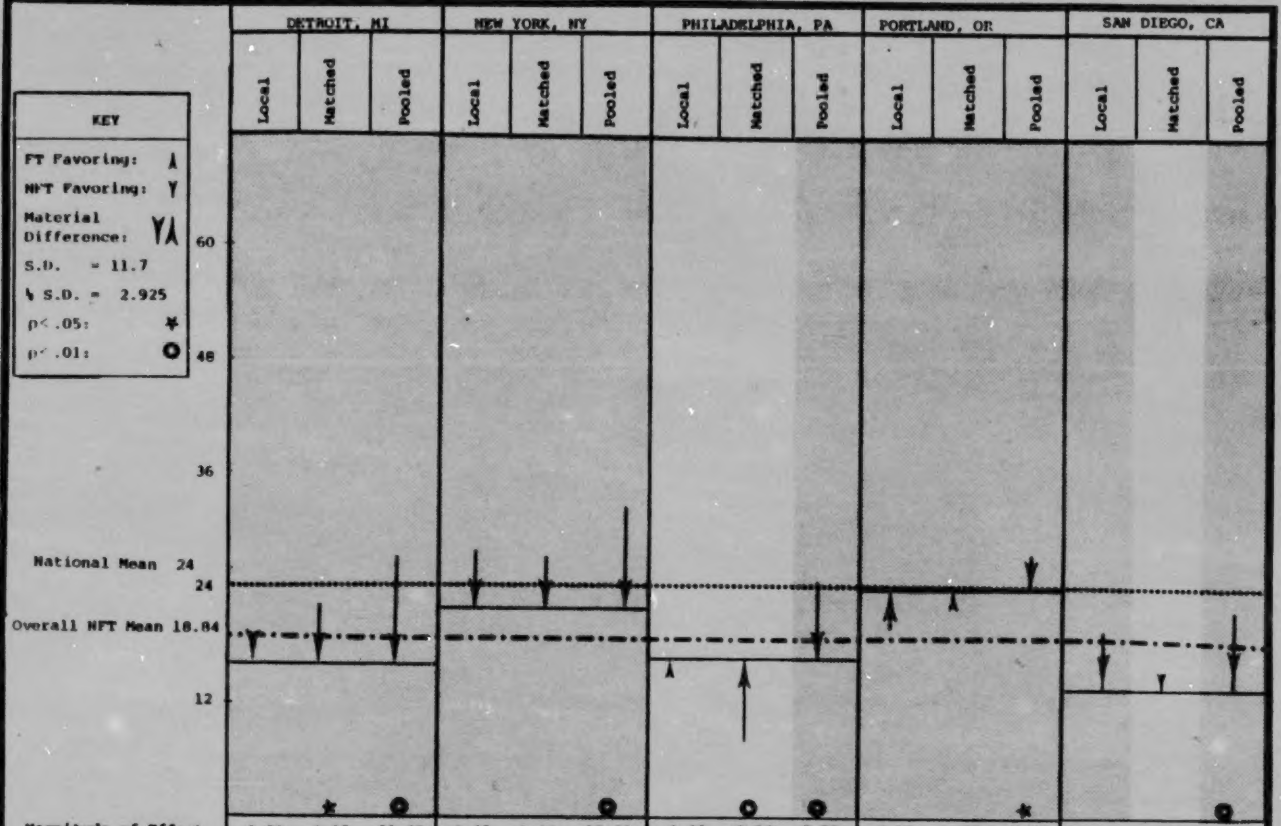
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-3.24	-3.00	-5.45	-14.46	-15.63	-14.73	-1.85	4.82	-2.60	8.28	6.65	8.35	-10.21	-.61	-10.75
Standard Error	3.54	3.78	2.07	13.88	7.14	5.06	4.23	3.07	1.72	5.72	6.53	2.56	5.73	2.80	1.54
FT Mean	44.67			61.50			38.99			56.11			38.25		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

Table 13-4

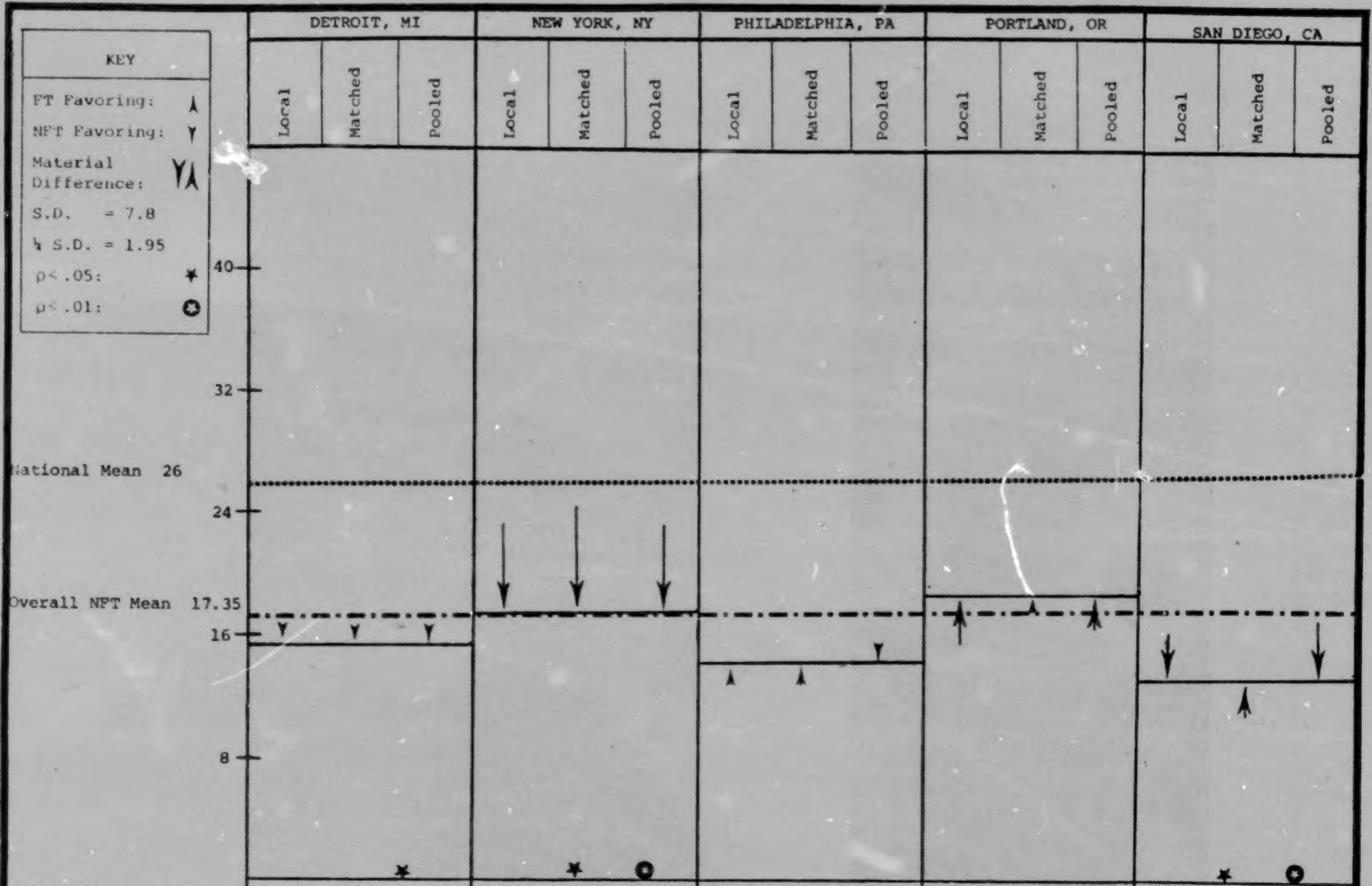
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-3.20	-6.15	-11.39	-6.45	-5.66	-10.00	1.21	8.94	-7.53	3.99	.57	-4.01	-5.18	-.95	-6.56
Standard Error	2.75	2.77	1.64	7.58	3.97	2.86	2.91	2.11	1.23	3.46	3.53	1.46	4.21	2.04	1.65
FT Mean	16.21			22.2			16.52			23.91			13.31		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

Table 13-5

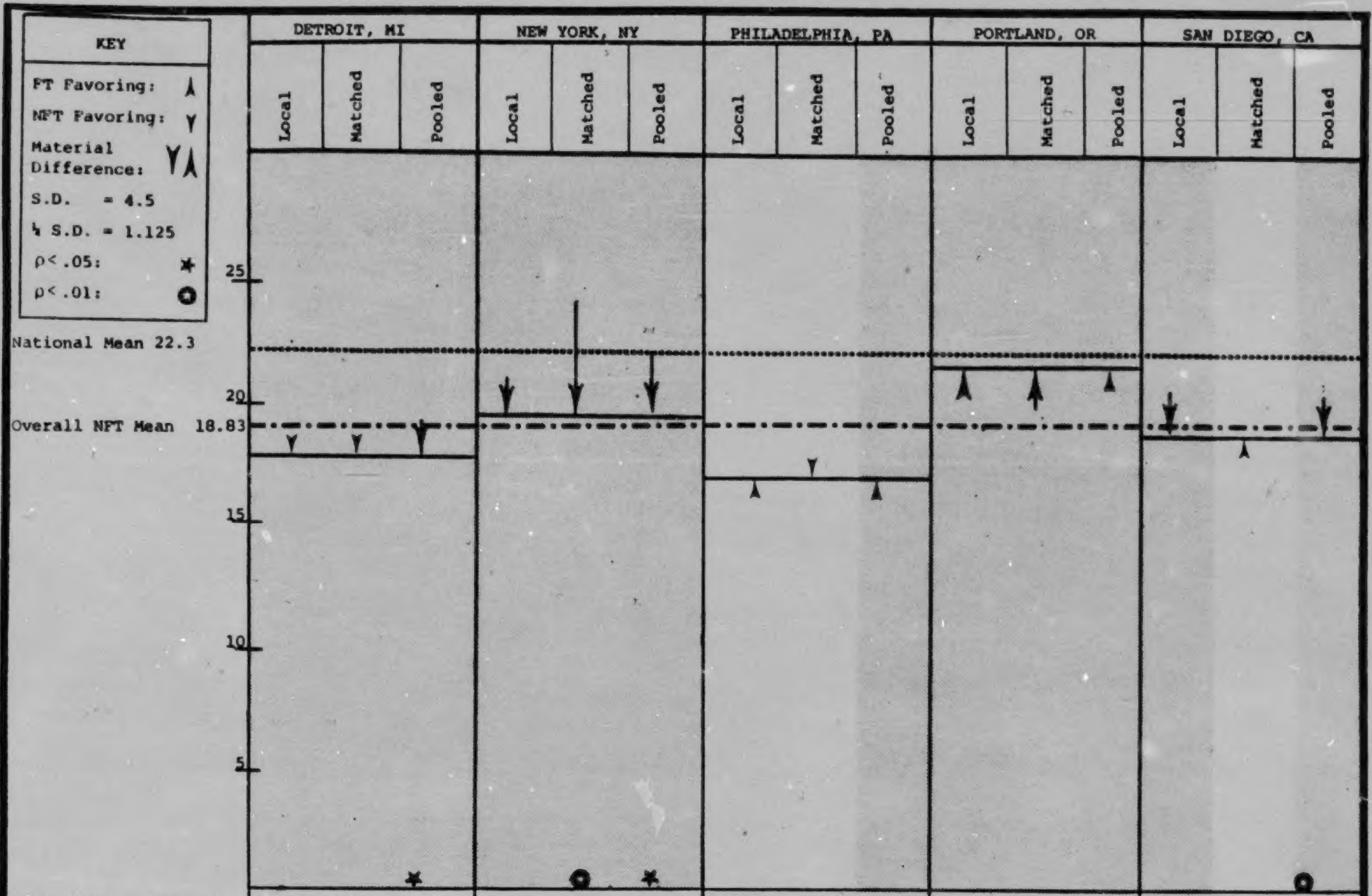
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.64	-.57	-1.66	-5.76	-6.71	-5.87	.61	1.38	-1.22	3.25	.31	2.31	-2.93	2.55	-3.56
Standard Error	1.46	1.44	.82	4.99	3.15	2.07	1.94	1.30	.74	2.84	2.69	1.24	2.38	1.01	.59
FT Mean	15.46			17.40			14.36			19.29			12.75		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

Table 13-6

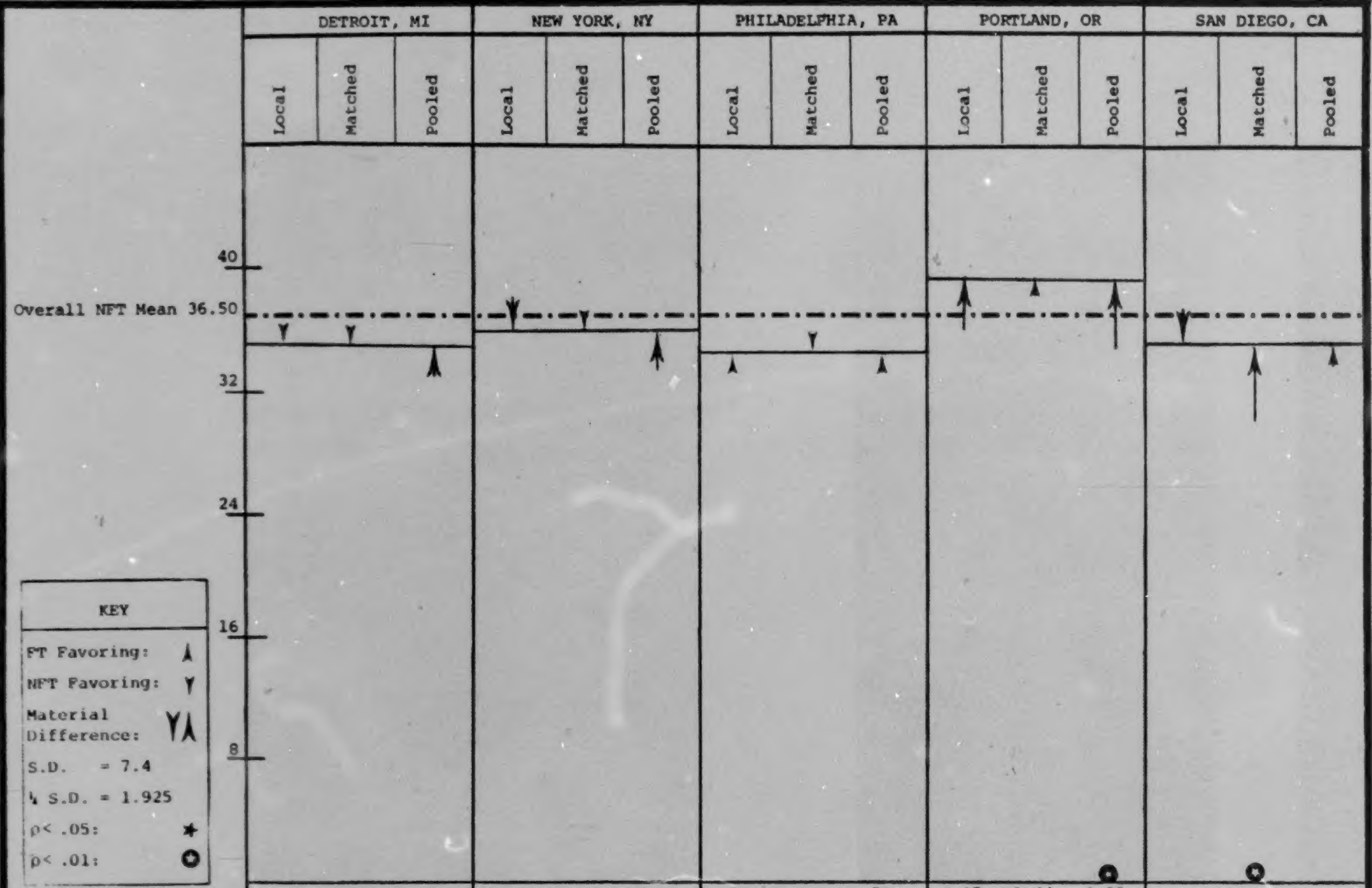
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.66	-.74	-1.72	-1.74	-4.80	-2.86	.70	-.23	.34	1.48	1.77	.97	-1.97	.20	-1.72
Standard Error	1.10	1.12	.66	2.99	1.28	1.17	1.04	.83	.40	1.35	1.32	.55	1.60	.82	.54
FT Mean	17.37			19.0			16.98			21.98			18.32		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

Table 13-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN SELF-SPONSORED MODEL

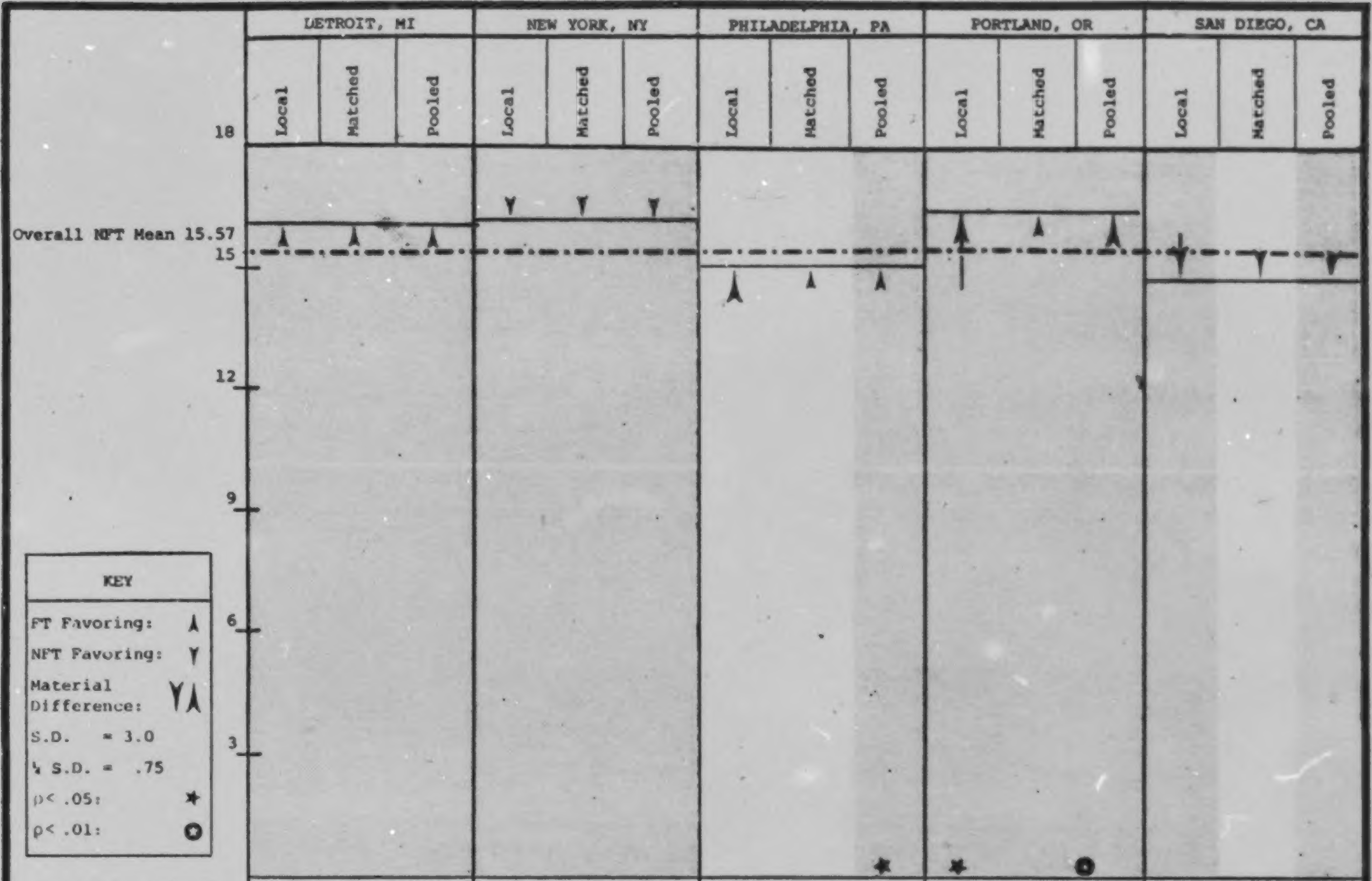


	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.17	-.89	2.28	-2.15	-1.12	2.49	.73	-.32	1.71	3.05	1.44	4.38	-2.00	5.01	.08
Standard Error	1.85	2.05	1.28	4.95	2.73	2.36	2.09	1.52	.89	2.70	2.58	1.30	2.63	1.39	.89
FT Mean	35.58			36.1			34.66			38.11			35.63		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		

PS PS PS FKW PS FKW PS FKW PS FKW PS PS FKW PS PS

Table 13-8

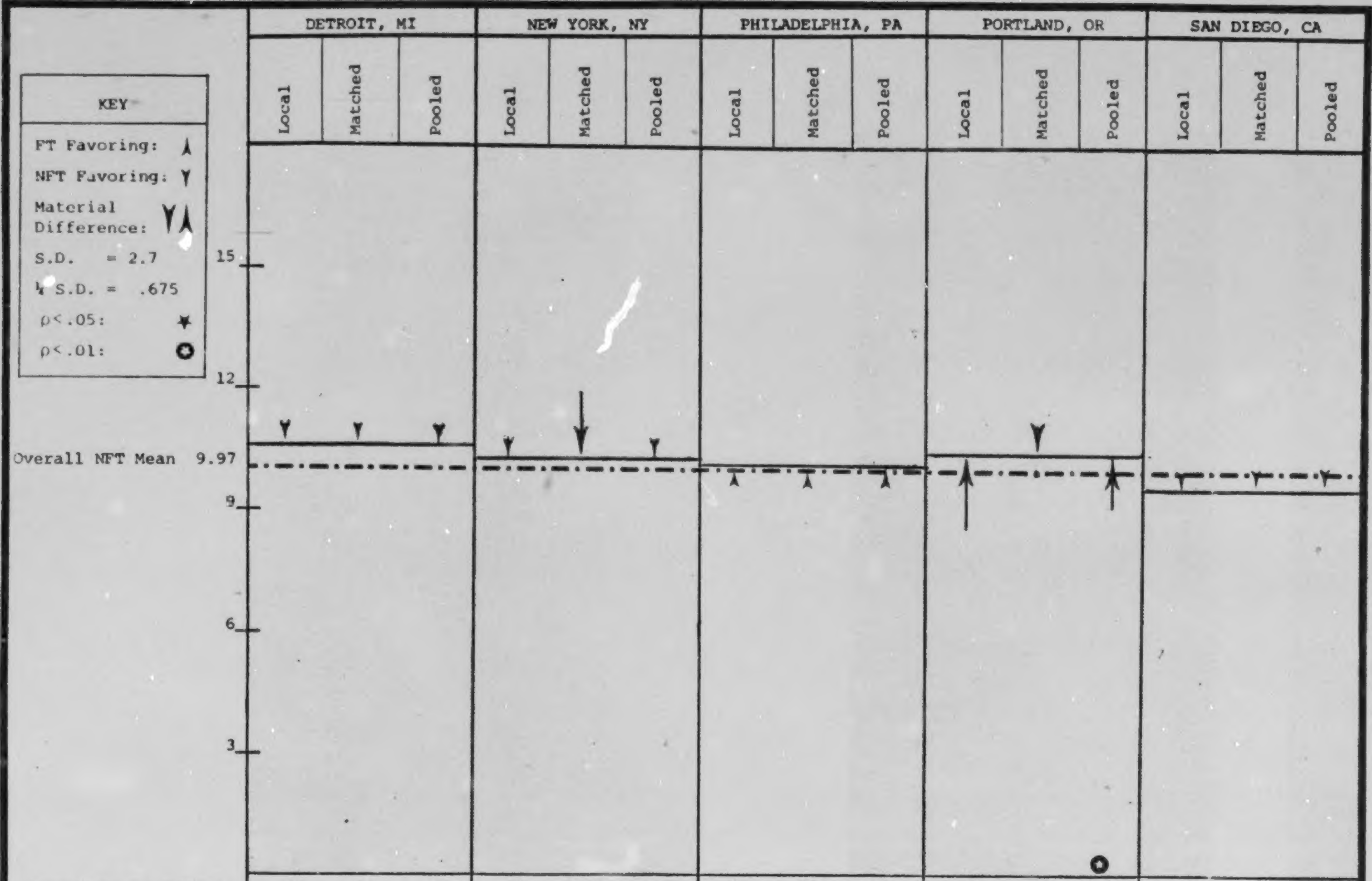
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.23	.53	.30	-.60	-.64	-.26	1.01	.06	.64	2.03	.54	1.15	-1.17	-1.02	-.80
Standard Error	.58	.53	.32	1.90	.72	.34	.83	.57	.31	.80	.75	.26	1.22	.60	.41
FT Mean	16.30			16.45			15.30			16.71			14.76		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

Table 13-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON IARS (-) FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.62	-.14	-.37	-.09	-1.58	-.37	.55	.50	.14	1.83	-.87	1.33	-.50	-.23	-.12
Standard Error	.68	.66	.41	1.96	1.06	.63	.73	.49	.24	.92	.78	.38	1.04	.55	.28
FT Mean	10.46			10.25			10.22			10.33			9.65		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

A-302

Table 13-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN SELF-SPONSORED MODEL

	MAT Norm Population	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA			SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
			Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading																					
Spring Third Grade Median	61	52.8	54.0	58.3	55.5	59.7	65.5	51.9	52.0	48.4	60.0	53.5	55.0	48.7	54.5	49.0	53.8	54.7		52.4	56.0
Percentile of Median	50	23.6	28.0	40.6	32.0	44.8	65.0	21.8	22.0	12.8	46.0	26.0	30.0	13.4	29.0	14.0	27.2	29.4		22.8	34.0
Grade Equivalent	3.5	2.7	2.8	3.2	3.0	3.4	4.0	2.6	2.6	2.3	3.4	2.8	2.9	2.4	2.8	2.4	2.8	2.9		2.6	3.0
Percent 1 Year or More Below Grade Level	20	41.9	35.1	33.3	30.0	24.9	0.0	47.7	48.4	58.5	22.2	37.0	33.3	59.2	45.2	55.6					
Total Mathematics																					
Spring Third Grade Median	70.5	60.4	62.2	63.2	65.5	67.1	71.5	55.8	58.0	55.8	67.1	58.5	61.0	55.8	62.2	56.5	60.9	61.6		57.7	59.3
Percentile of Median	50	18.8	23.6	26.4	33.0	38.2	54.0	10.8	14.0	10.8	38.2	15.0	20.0	10.8	23.6	11.5	19.8	21.8		13.4	16.6
Grade Equivalent	3.75	3.0	3.1	3.2	3.4	3.5	3.8	2.6	2.8	2.6	3.5	2.8	3.0	2.6	3.1	2.6	3.0	3.1		2.8	2.9
Percent 1 Year or More Below Grade Level	12	32.6	18.9	33.3	20.0	19.2	7.1	59.3	48.4	58.5	22.2	39.1	38.1	53.5	28.6	53.7					
Spelling																					
Spring Third Grade Median	64	57.7	58.8	65.3	64.5	66.4	66.2	57.8	58.3	49.8	68.0	58.5	58.2	53.8	56.5	56.5	60.4	59.7		56.4	60.0
Percentile of Median	50	31.4	35.2	55.2	52.0	58.8	58.4	31.6	33.2	13.8	64.0	34.0	32.8	21.6	28.0	28.0	38.8	37.4		27.6	38.0
Grade Equivalent	3.6	2.9	3.0	3.7	3.6	3.9	3.9	2.9	3.0	2.3	4.2	3.0	3.0	2.6	2.8	2.8	3.1	3.1		2.8	3.1
Percent 1 Year or More Below Grade Level	22	41.9	24.3	22.2	25.0	19.6	0.0	39.5	37.9	62.3	22.2	34.8	19.0	52.1	40.5	44.4					
BEST MATCH SITE		Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA							

Table 13-11

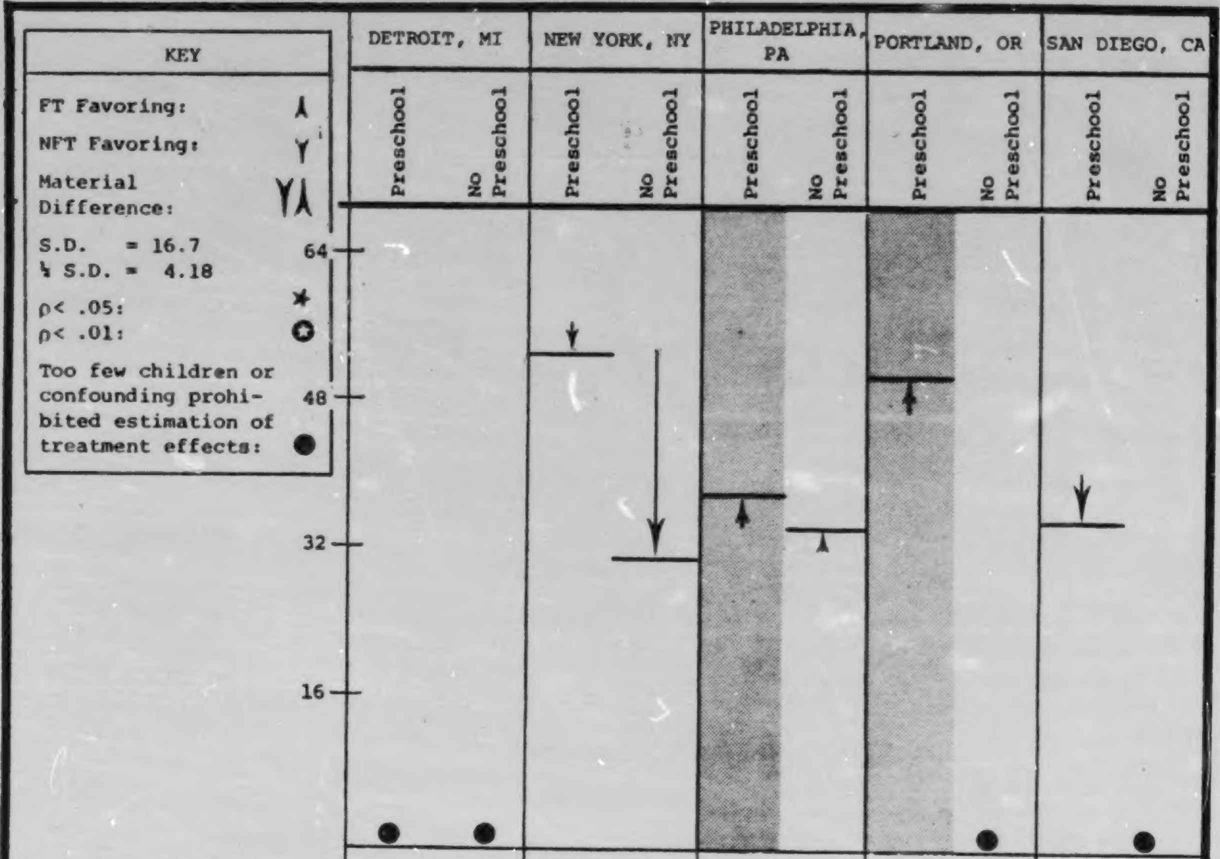
BACKGROUND VARIABLES AND OUTCOME MEASURES FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN SELF-SPONSORED MODEL

	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Preschool Information															
Number	43	37	27	20	245	13	86	124	53	45	46	21	71	42	54
Percent 4+ Months	93	24	22	90	51	20	42	23	34	98	24		92	40	57
Percent None		24	44	10	8	73	37	28	58		39	24	04	09	17
Percent 1-3 Months	07	52	15		08	07	03				15			03	12
Percent No Information			19		33		18	49	08	02	22	76	04	48	24
Fall Kindergarten WRAT															
Preschool Mean	27.6	28.8	40.0	41.1	37.3	57.0	25.6	31.5	29.9	36.6	22.8		34.5	33.6	33.8
No Preschool Mean		30.9	21.8	29.0	25.4	31.9	21.4	25.5	24.4		25.7	39.8	33.3	40.8	32.9
*Other Mean**	24.0	21.4	26.6		29.9	55.0	18.6	25.1	32.5	33.0	28.8	39.1	21.5	30.4	34.5
Income															
Preschool Mean	4457	3357	4166	7535	5574	9166	4643	5133	3765	5118	6944		4224	6794	4017
No Preschool Mean		5000	4542	5750	5028	5200	4432	4929	4548		5667	4300		6875	.4778
*Other Mean**	4333	5470	5667		5385	7006					6428			8500	4000
MAT Total Reading															
Preschool Mean	36.1	46.4	51.7	51.6	51.3	81.3	37.1	41.1	31.5	50.3	36.6		35.2	42.5	34.7
No Preschool Mean		42.0	40.3	31.0	48.7	56.4	33.8	36.9	31.9		44.7	44.4	26.7	44.8	30.8
*Other Mean**	51.0	37.8	48.2		46.4	78.0	34.8	34.1	31.5	43.0	40.9	44.6	23.7	34.9	33.6
MAT Total Math															
Preschool Mean	44.3	58.4	59.2	64.2	63.2	91.0	39.1	48.0	37.4	56.1	37.6		38.7	53.2	40.0
No Preschool Mean		47.8	38.1	37.0	57.8	59.7	39.0	46.1	51.3		46.1	54.0	35.7	56.3	40.1
*Other Mean**	49.3	44.6	54.3		54.3	74.0	38.7	39.6	35.8	55.0	43.9	44.7	30.7	43.9	43.1
BEST MATCH SITE	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 13-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN SELF-SPONSORED MODEL



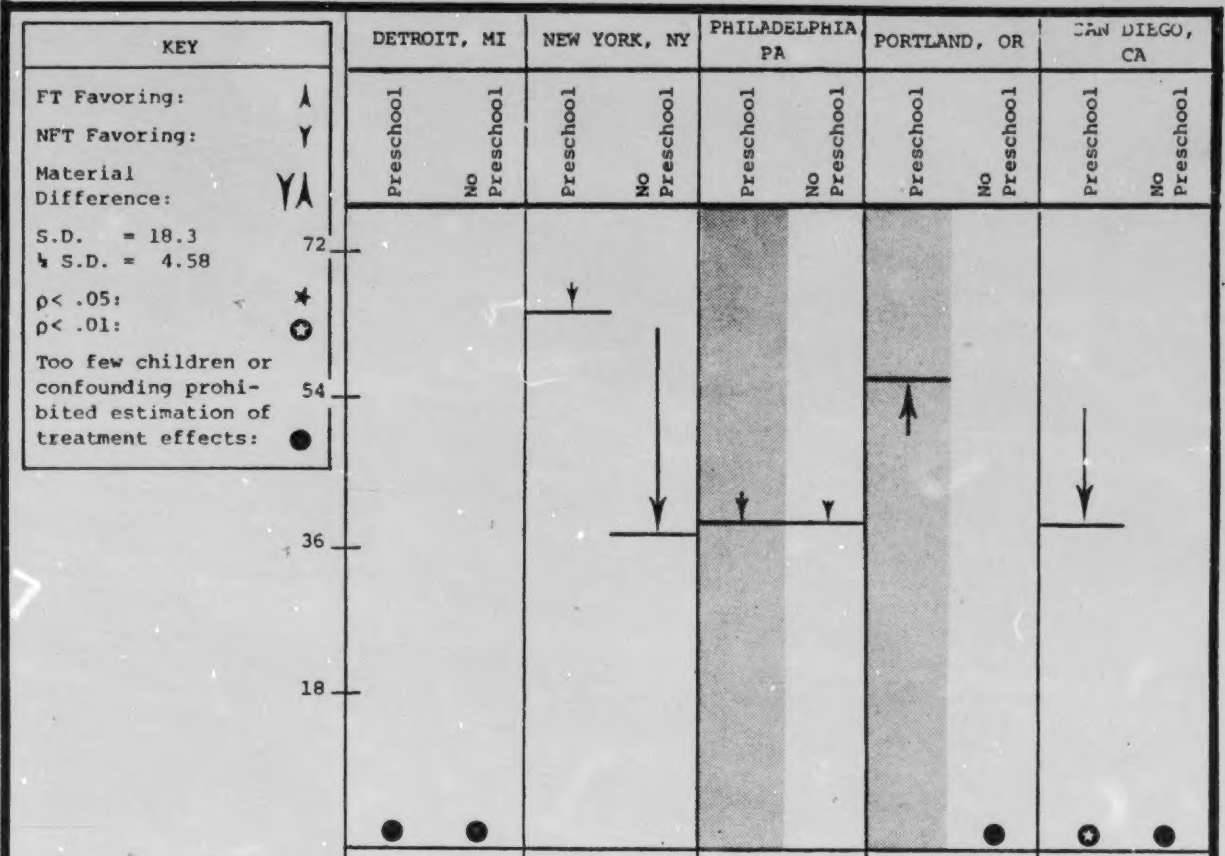
	DETROIT, MI		NEW YORK, NY		PHILADELPHIA, PA		PORTLAND, OR		SAN DIEGO, CA	
	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool
Magnitude of Effect			-2.95	-22.33	2.43	1.95	2.90		-5.28	
Standard Error			4.35	14.85	4.44	4.44	5.82		4.91	
FT Mean			51.61	31.00	37.08	33.81	50.45		35.23	
No. of FT Children	40		18	2	36	32	44		65	3
No. of non-FT Children	9	9	124	19	29	35	11	18	17	4

FKW FKW

A-305

Table 13-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI Preschool	DETROIT, MI No Preschool	NEW YORK, NY Preschool	NEW YORK, NY No Preschool	PHILADELPHIA PA Preschool	PHILADELPHIA PA No Preschool	PORTLAND, OR Preschool	PORTLAND, OR No Preschool	SAN DIEGO, CA Preschool	SAN DIEGO, CA No Preschool
Magnitude of Effect			-3.35	-24.59	-3.56	-2.29	8.12		-14.12	
Standard Error			5.75	17.87	5.15	5.17	6.42		4.82	
FT Mean			64.22	37.00	39.11	39.00	56.14		38.72	
No. of FT Children	40	0	18	2	36	32	44	0	65	3
No. of non-FT Children	9	9	124	19	29	35	11	18	17	4

FKW FKW

CHAPTER FOURTEEN

INDIVIDUALIZED EARLY LEARNING PROGRAM

University of Pittsburgh - Learning Research and Development Center

Overview

This model has sites only in Cohort III. Therefore, discussion of effects will be available only after next year's analysis.

Description of Model

The IELP model has been associated with the Follow Through program since 1968. Currently, there are seven project sites, three urban and four rural. The IELP model rests on the concept that instruction should be geared to the individual's needs and stages of cognitive development. The approach is structured and emphasizes achievement in reading, language, and math. The kindergarten program provides tasks and learning materials to enhance mastery of developmental Piagetian processes. This approach continues in the primary grades. Materials for use during "free time" when the children select their own activities are designed with the sponsor's educational goals in mind. The sponsor provides prepared sequential instructional materials in reading and math. These IELP materials are to be used for a set amount of time each day, which can, however, be spread over the entire day. Children work independently or in small groups. The major goal of this approach is to foster the child's academic achievement by individualizing instruction. Children also are expected to learn to direct and evaluate their own progress.

Teachers are trained to assess the individual's intellectual and emotional level, interests, capabilities, and learning style. They are expected to provide individual guidance and encouragement and to pattern different teaching methods to suit each child.

The parent involvement component of the IELP model is designed to help parents improve and use their positive reinforcement skills and increase their knowledge and support of their child's learning and development. The model provides behavioral objectives and evaluation and training activities for parents working in the classrooms, in the school, and in their homes. A three-stage training program for parents begins with basic communication skills and behavior modification, continues with techniques for working in the classroom with the children, and concludes with a follow-up period in which parents and teachers visit and exchange ideas. Although the parent training programs vary from community to community and are a voluntary part of the model, in general, efforts are made to encourage parents to volunteer to assist in classrooms, to participate in the PAC, and to attend meetings concerning the sponsor's approach. Otherwise, the model is fairly structured in its prescription of materials and techniques designed to improve the cognitive abilities of the individual children.

Characteristics of the Sample

The FT and NFT groups in the IELP program closely resemble each other on all entry characteristics except income, where the NFT group enjoys a $2,000 advantage. Compared with other sponsors in the FT project, IELP serves more White children in both FT and NFT samples. In addition, families of children in this program are more advantaged than average with higher incomes, better educated mothers, and fewer single parent households.

Effects on Children

Tables which deal with the following topics are depicted on tables located in Volume III-B: Appendices:

- teacher questionnaire cluster variables for Cohort III (Table A14-1);
- teacher background characteristics for Cohort III (Table A14-2).
- background variables for Cohort III analyses (Table A14-17);
- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A14-18 through A14-20);

- standardized scores for MAT subtests for Cohort III (Table A14-21);
- means and standard deviations for the covariates for Cohort III (Table A14-22);
- means and standard deviations for the outcome means for Cohort III (Table A14-23)

Lock Haven, PA

The FT children in Lock Haven are more disadvantaged than NFT children on pretest and income. In terms of relative socioeconomic advantage, the Lock Haven group is below the FT and NFT groups of Montevideo, but above those of Akron.

At the end of third grade positive effects for the local comparison groups are observed in Reading, Math, and spelling. When contrasted with the MAT norms, the average FT student scores somewhat below grade level in Reading, Math, and Spelling, while typical NFT students score at grade level on the same subjects.

Montevideo, MN

The FT and NFT groups in Montevideo are well matched on all entry characteristics and are both quite advantaged when compared with the FT and NFT groups in Pittsburgh as a whole. Both groups score higher on the pretest than other Pittsburgh FT and NFT groups. In addition, the FT sample has a median income which is $3,000 greater than average. Finally, both samples deal with children whose mothers are likely to have finished high school, and where both parents are present in the household.

At the end of second grade the FT children perform similarly to the comparison children. However, when compared to the MAT norms the average FT student scores very high; one and one-half years above grade level in Spelling, one year above in Total Reading, and half a year above in Total Math. NFT children in Montevideo do not perform as well.

Akron, OH

The FT and NFT groups in Akron are more disadvantaged than the IELP FT and NFT groups as a whole. Both samples have substantially lower than sponsor average pretest scores and incomes. In addition, this site is dissimilar to other IELP sites in that it serves a mostly Black population, while others serve all-White groups.

At the end of second grade, FT shows better performance on Total Math than the best matched NFT. When compared with national norms, both FT and NFT groups score about one-half year below grade level in Total Reading, Total Math, and Spelling.

Summary

The Pittsburgh program is working with a sample which is somewhat advantaged in comparison with other sponsors. End of second grade results show few FT-favoring differences. However, FT children in two of the three sites are performing at or above grade level in each subject, indicating that the program is bringing these children up to the level of advantaged peers in terms of cognitive achievement.

CHAPTER FIFTEEN

INTERDEPENDENT LEARNING MODEL
City University of New York

Overview

The ILM is designed around the premise that children learn best from interaction with peers, progressing at individual rates. The goal for ILM children is learning to learn, rather than learning specific curricula.

The sample consists of only one site, New York City. Figure 15-1 displays the FT-favoring (+) and NFT-favoring (-) effects for this site. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed. Teachers are satisfied with the sponsor in general. They are more likely to describe the classrooms as flexible, with individualized instruction than the New York pool at NFT. Although the ILM emphasizes teaching in the context of certain socio-dynamic behaviors, more FT teachers report greater emphasis on academic over emotional development than do NFT teachers.

No positive effects for FT are measured by the standard tests, in comparison with the NFT pool. However, in comparison with MAT norms on Total Reading, Total Math, and Spelling, the FT children are performing at or slightly below grade level (see Figure 15-2). It is noteworthy that the FT children are not comparable in some ways to the NFT pool. They are from households whose average income is lower, have fewer mothers who are high school graduates, and more mothers who are the only parent present in the home. They are unusual in that at kindergarten, fewer had attended preschool than NFT. Perhaps reflecting these facts, on the kindergarten pretest, they were considerably outperformed by NFT.

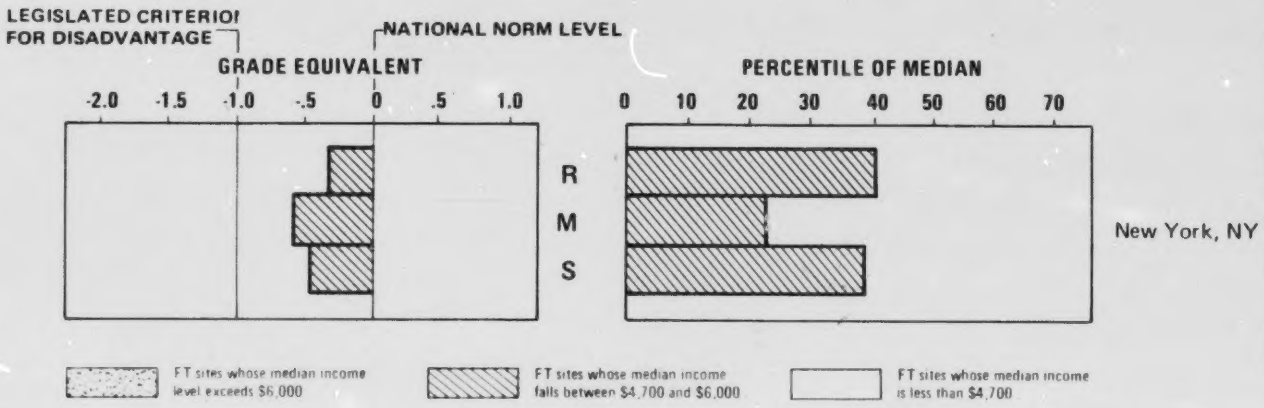
Figure 15-1

SUMMARY OF EFFECTS FOR ILM MODEL

	NEW YORK, NY		
	Local	Matched	Pooled
Total Reading			
Total Math	-	-	-
Spelling		-	-
Language		-	-
Raven's		-	-
Coopersmith		-	
IARS (+)			
IARS (-)			
Word Knowledge			
Reading			
Math Concepts		-	-
Math Computations		-	
Math Problem Solving		-	+
Language Part A			
Language Part B			-

Figure 15-2

Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in ILM MODEL



R = Reading, M = Math, S = Spelling

Description of the Model

The ILM model is analyzed in one urban site. Central to the ILM approach is the belief that knowledge is more readily acquired through peer interactions in small-group settings than through a didactic, authoritarian institutional system. This sponsor has no specific curriculum as such but seeks to implement an educational philosophy or approach by assisting districts in developing this approach in accordance with local goals. This philosophy is operationalized through extensive use of games that teach academic skills and peer interactions. These games are played by heterogeneous groups of children with the more advanced helping the less advanced. Through the verbal transactions that occur during games, the children develop skills in language and cooperative behavior, as well as in those specific academic areas (language, reading, arithmetic) around which the games are devised.

ILM teachers are trained to help the children learn how to learn and to teach by playing the instructional games with the children, verbalizing and demonstrating the rules and procedures. Verbal fluency and language facility are encouraged by emphasizing a game format. In the general classroom areas, movable furniture, group interaction, and the use of tape recorders and record players create an active and dynamic atmosphere. Frequently, the games are used in combinations with programmed instruction to increase academic and social skills. Difficult tasks are separated into small steps which allow children to progress according to their individual ability and to recognize their own progress. Children spend approximately one-third of their day playing instructional games. Classroom learning centers provide opportunities for exploration and self-discovery.

Parents in this model are invited to participate as part of the educational team in the classroom, sharing in planning and teaching activities. With the game approach, parents can play leadership roles. For those parents who are unable to participate in the classroom, workshops and home visits are used to train them in the use of the instructional games so that they can play them at home with their children. Hence, although the general goal is to develop cognitive skills, the instructional approach used is open and individualized, with strong emphasis on small-group instruction.

Description of the Learning Environment

As Figure 15-3 shows, the ILM model appears to have implemented a rather open classroom learning environment with a high degree of academic emphasis. ILM teachers are less teacher-centered, more flexible, more individualized, and place more emphasis on academic skills than the sample average. ILM teachers are also more satisfied with the sponsor than average.

As Figure 15-4 shows, ILM parents have, generally speaking, an average level of parental involvement and a below average degree of satisfaction with the sponsor. Additional information on the parent and teacher samples can be found in Appendix Tables A15-2, A15-4, and A15-5.

Characteristics of the Sample

Children in the ILM program differ somewhat from those in the FT program as a whole. On the pretest, the FT children in New York scored slightly below average and the local NFT group is slightly better than average. While the FT group is typical in extent of preschool experience, the NFT group has a much higher percentage of children who have attended preschool than is usual for NFT. Otherwise, while the FT is totally Black, the NFT group has some Orientals and Puerto Ricans. Table 15-1 contains the background variables for this sponsor.

Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 15-2 through 15-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 15-6 through 15-9);
- standardized scores for MAT subtests (Table 15-10);
- effects for the preschool analyses (Tables 15-12 and 15-13).

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

Figure 15-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR ILM MODEL

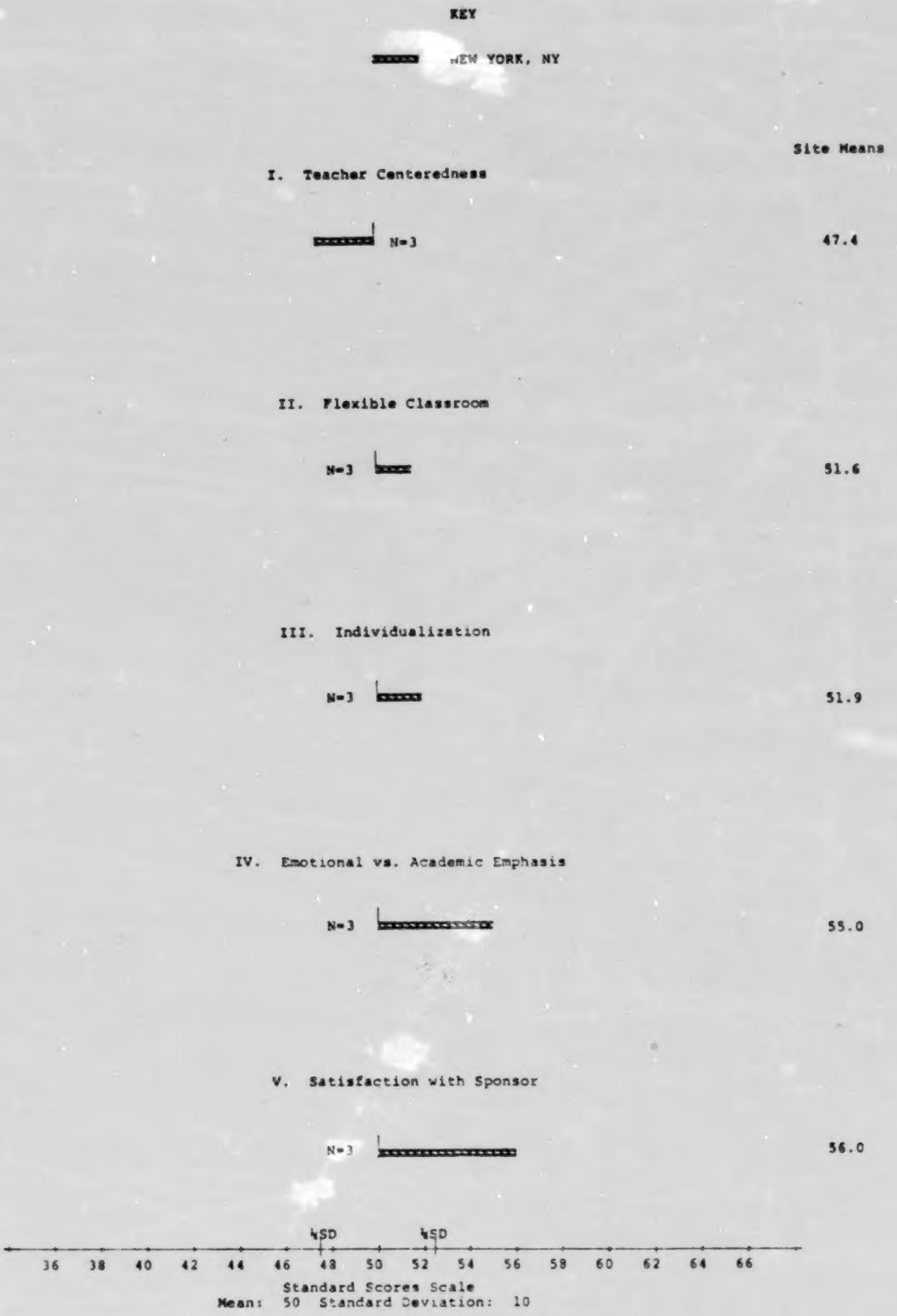
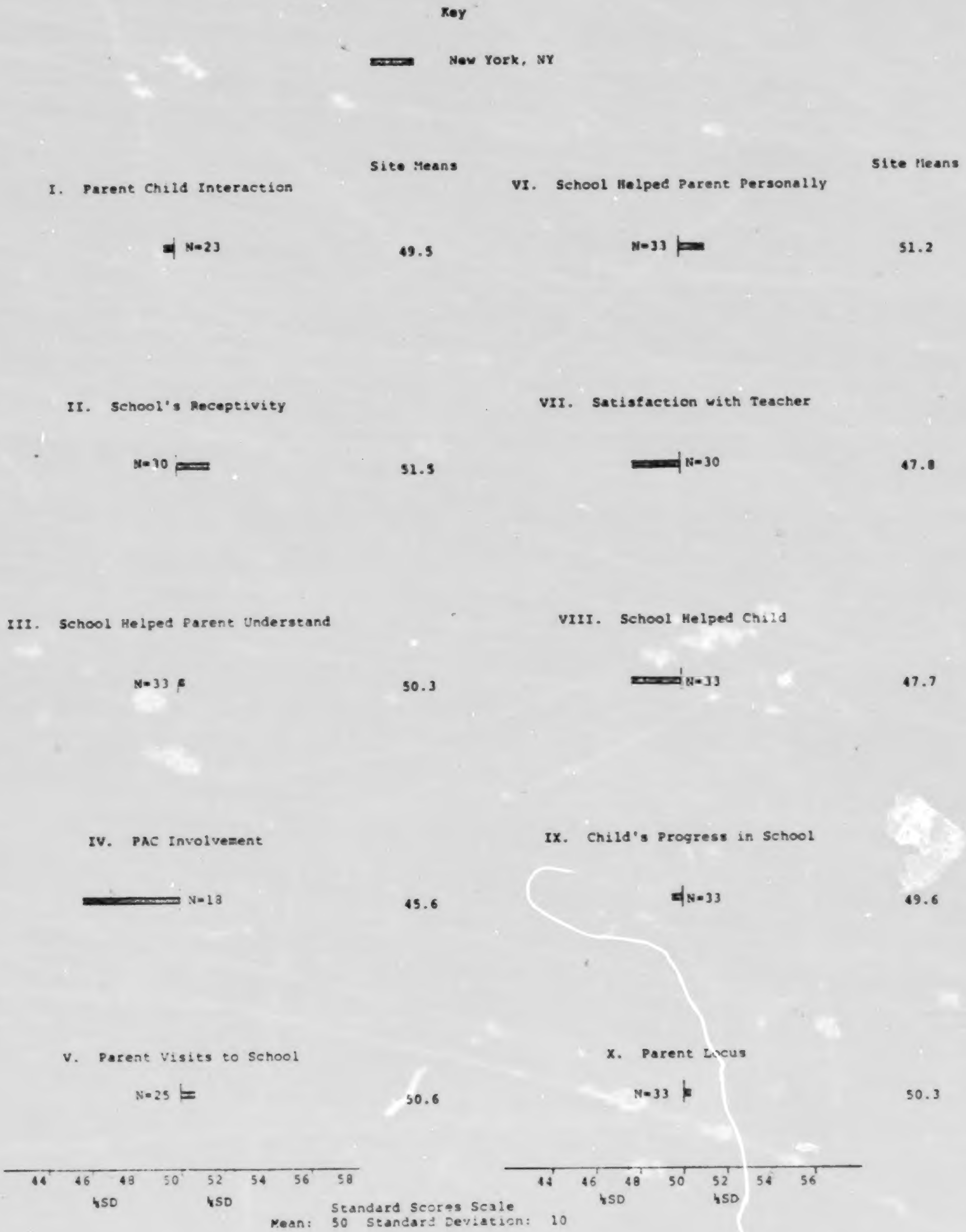


Figure 15-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM PARENT QUESTIONNAIRE FACTORS FOR ILM MODEL



- effects on the MAT partial subtests (Tables A15-6 through A15-12);
- attrition (Tables A15-13);
- ethnic distribution (Tables A15-16);
- background variables for Cohort III analyses (Table A15-17);
- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A15-18 through A15-20);
- standardized scores for MAT subtests for Cohort III (Table A15-21);
- teacher questionnaire cluster variables for Cohort III (Table A15-1);
- teacher background characteristics for Cohort III (Table A15-2).

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A15-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A15-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A15-14 and A15-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A15-15 and A15-23);
- ethnic distribution for Cohort III (Table A15-24).

New York, NY

The FT and local NFT groups in New York are similar to each other in terms of all entry characteristics except the pretests on which an NFT favoring difference exists. The local NFT also serves as the best matched group.

The analyses for the FT/local and FT/matched NFT comparisons have been greyed. Discussed here is only the FT/pooled NFT comparison. At the end of the third grade NFT-favoring effects are observed in the FT/pooled NFT comparison on Total Math, Spelling, Language and the Raven's.

When compared with the MAT norm group, FT children in New York perform at grade level in Total Reading, but about one-half year below grade level in Total Math and Spelling.

Whether or not children have attended preschool appears to have little effect on these results, that is, a comparison of FT and local NFT children with and without preschool experience shows no FT/NFT differences on Total Reading, but an NFT-favoring effect on Total Math.

Cohort III Effects to Data

The single ILM site in New York is found in both cohorts. The findings across cohorts are consistent. The FT group does not perform as well as comparison groups in Total Math and Spelling, but does perform as well or better in Total Reading. In both cohorts, the group norm scores are somewhat behind grade level.

Summary

In general, the ILM program appears to have been relatively ineffective in producing academic or affective gains for its children. However, the children's reading scores are only slightly behind grade level at the end of the third grade. Similar results occur in the Cohort III second grade analyses. As is the case with certain other sponsors included in the analyses, outcome measures in addition to the ones available might have been able to demonstrate effectiveness in domains which herein go untapped.

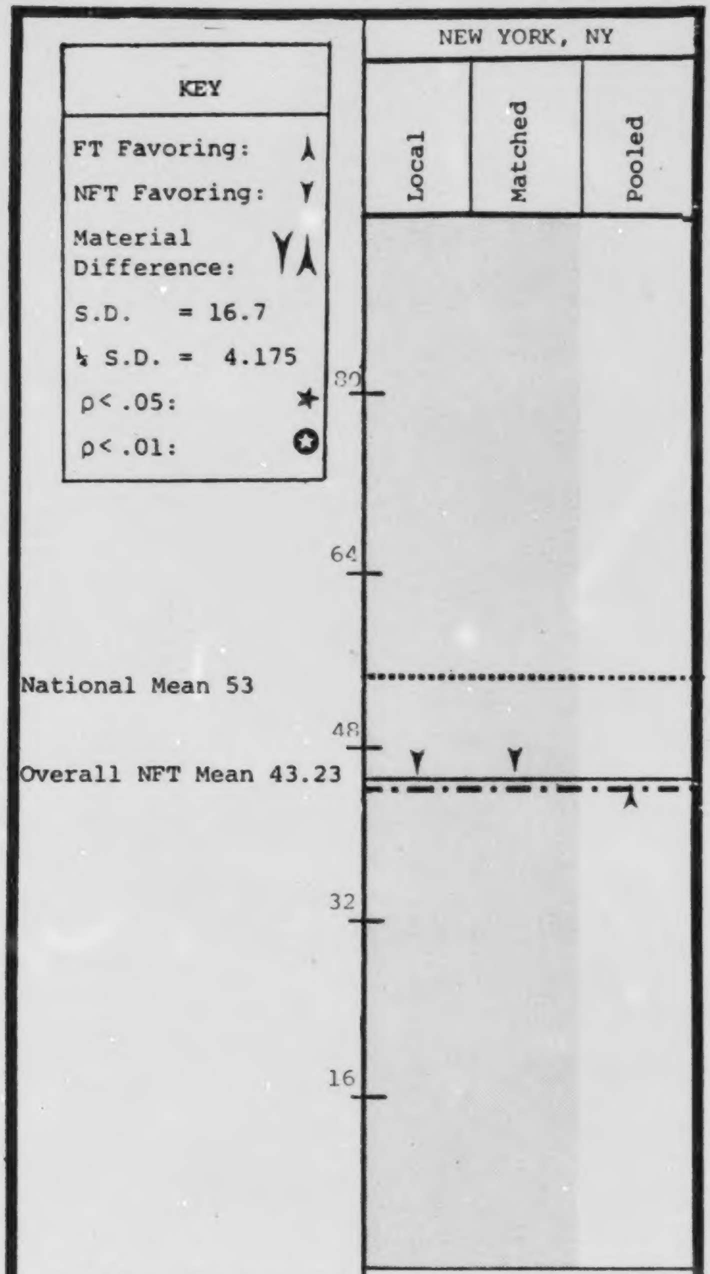
Table 15-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN ILM MODEL

	NEW YORK, NY			SPONSOR'S SITES			ALL SITES (means)		U.S. POPULATION
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT	
Children in Analytic Sample									
Number	53	245							
Fall Kindergarten WRAT									
Mean Score	27.2	33.3		33.3			29.8	29.6	
Percent with Preschool	78	88		78			81	49	9
Number Responding	50	163							
Children's Ethnicity									
Percent Black	100	78		100			70	57	11
Percent White	0	0		0			19	34	87
Percent Other	0	22		0			11	10	2
Family Income in Median Dollars	4833	5250		4833			4733	5964	9590
Number Responding	43	92							
Mother's Education									
Percent High School Graduates	48	57		48			46	46	51
Number Responding	40	91							
Female Heads of Household									
Percent	59	41		59			42	34	9
Teachers									
Number	3	22							
Teacher Education									
Percent B.A. or Less	0	9		0			34	45	
Percent More than B.A.	0	36		0			42	34	
Percent More than M.A.	100	54		100			24	21	
Teaching Experience									
Total Years	5.3	9.0		5.3			8.3	10.9	
BEST MATCH SITE	Local								

Table 15-2

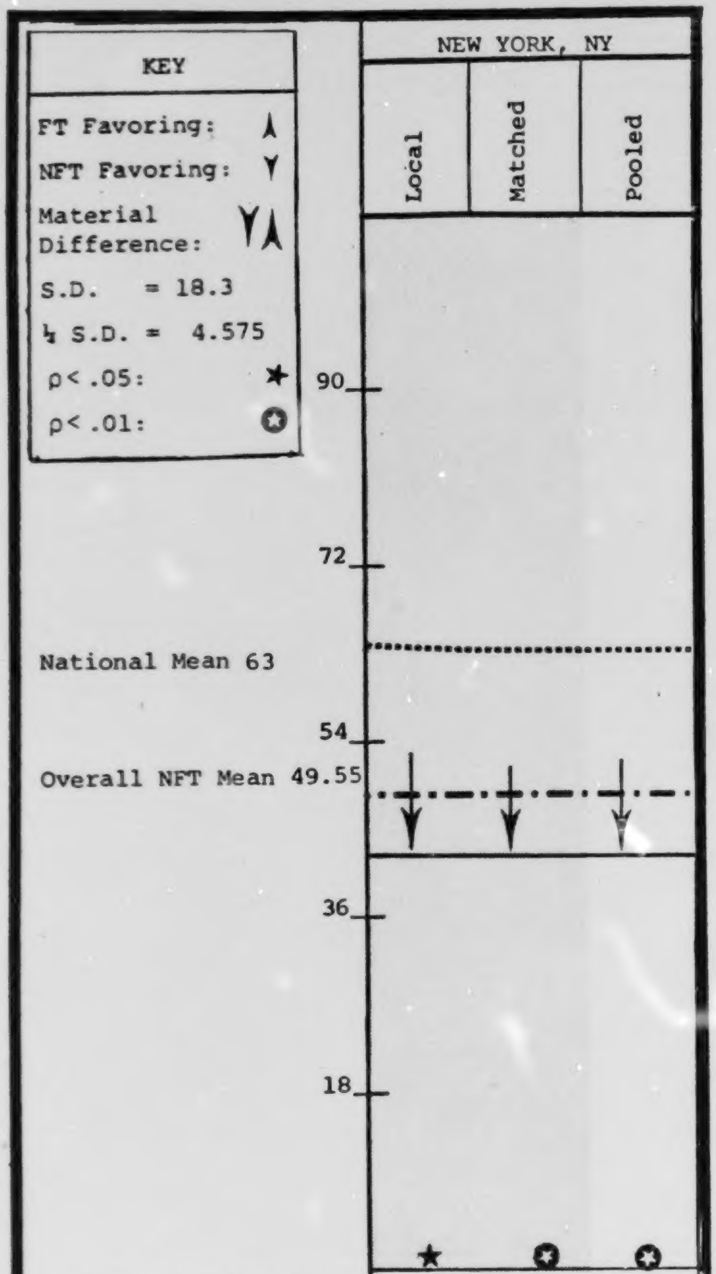
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN ILM MODEL



	Local	Matched	Pooled
Magnitude of Effect	-.33	-.51	1.06
Standard Error	4.15	2.54	1.73
FT Mean	43.60		
No. of FT Children	53		
Matched NFT Site	Local		
	FKW	FKW	

Table 15-3

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN ILM MODEL

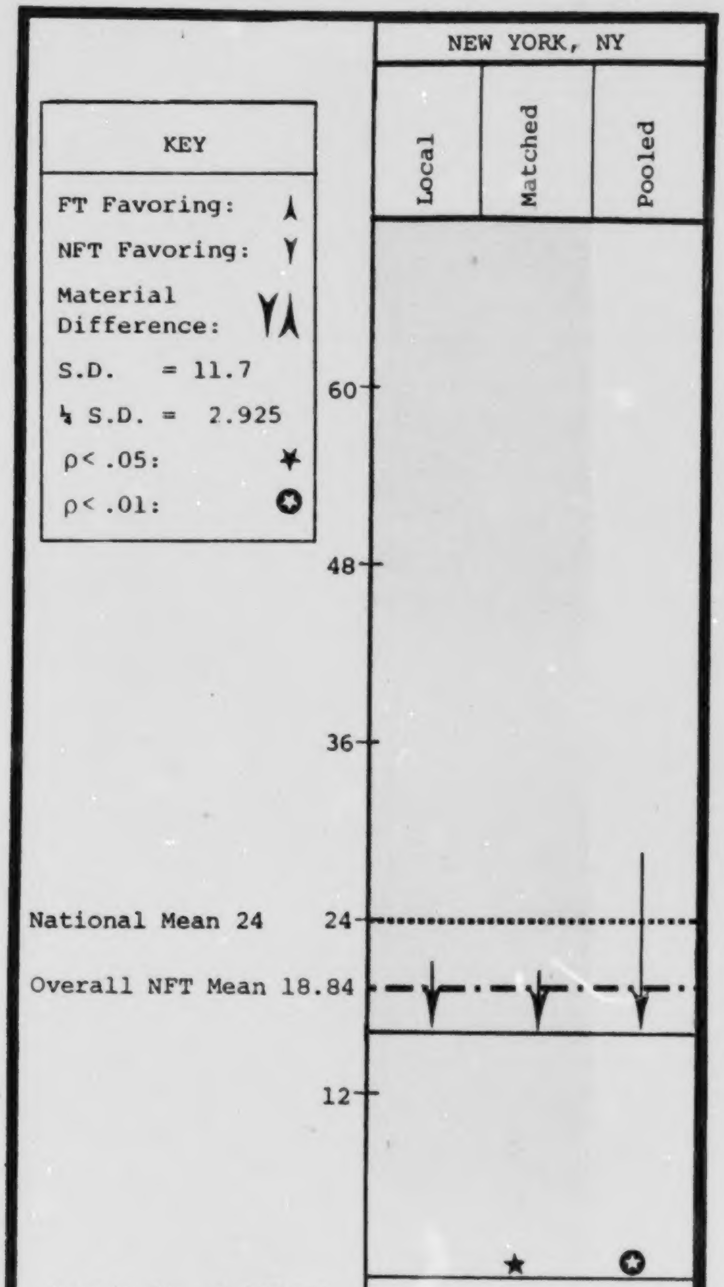


Magnitude of Effect	-10.77	-9.11	-9.17
Standard Error	5.27	3.22	2.46
FT Mean	42.77		
No. of FT Children	53		
Matched NFT Site	Local		

FKW FKW

Table 15-4

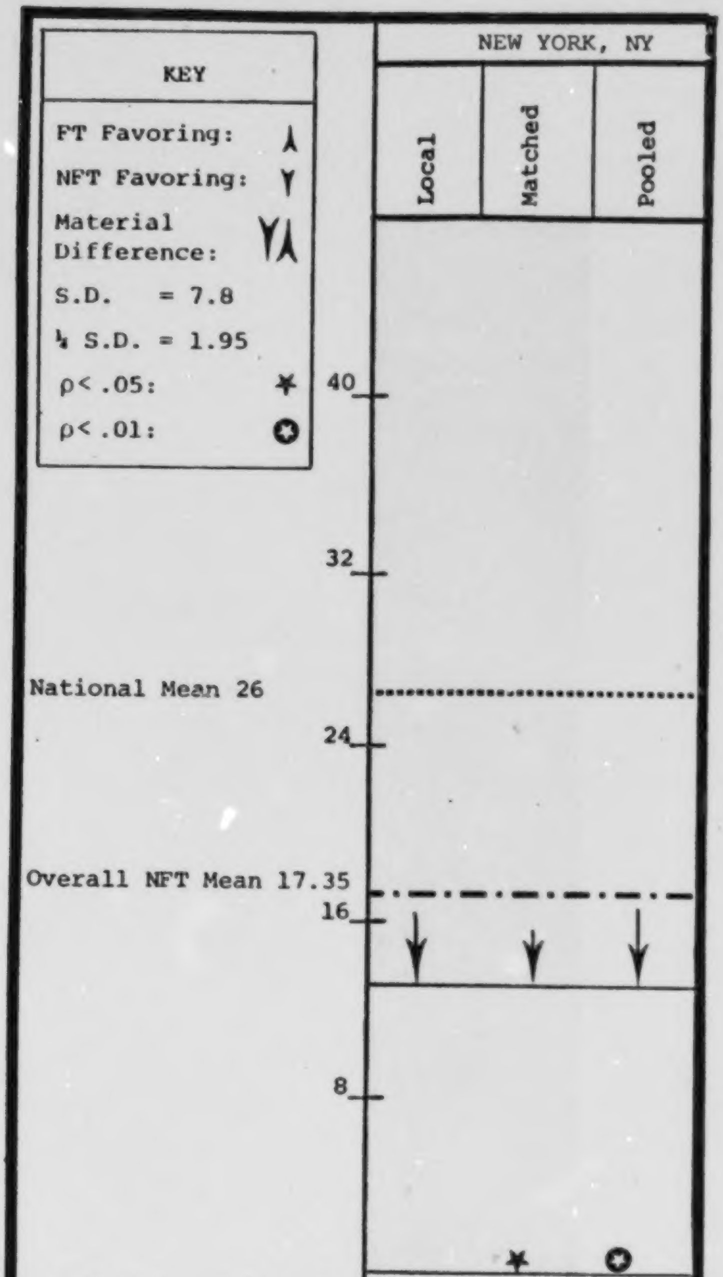
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN ILM MODEL



	Local	Matched	Pooled
Magnitude of Effect	-4.34	-4.32	-10.90
Standard Error	2.96	1.82	1.66
FT Mean	16.38		
No. of FT Children	53		
Matched NFT Site	Local		

Table 15-5

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN ILM MODEL

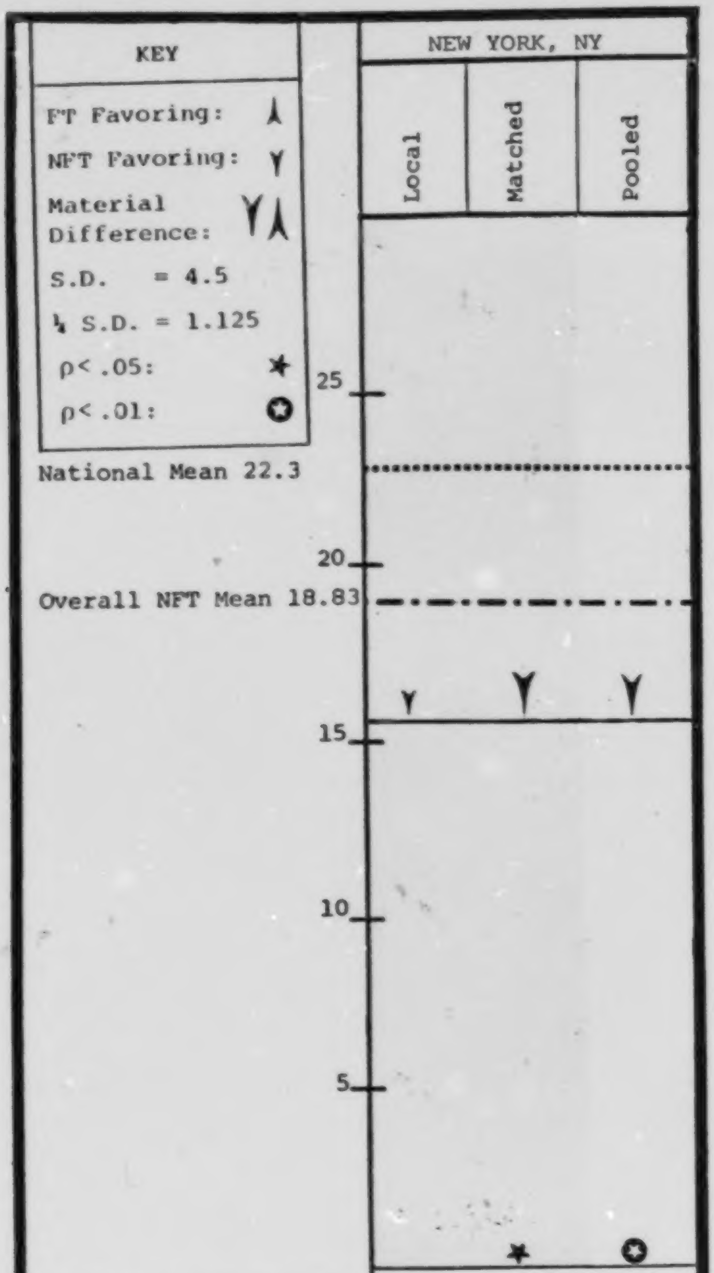


	Local	Matched	Pooled
Magnitude of Effect	-3.41	-2.42	-3.18
Standard Error	1.84	1.13	.75
FT Mean		13.15	
No. of FT Children		53	
Matched NFT Site		Local	

FKW FKW

Table 15-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN ILM MODEL

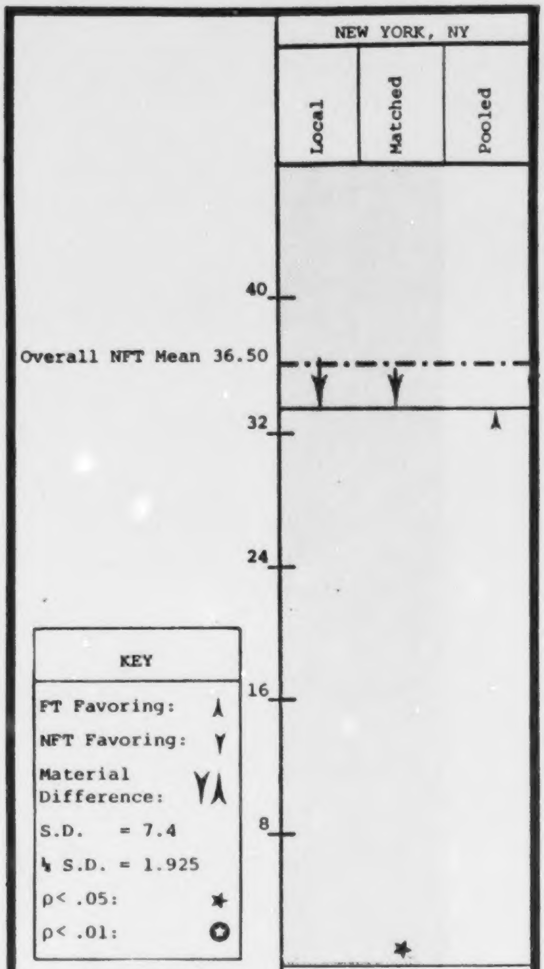


	Local	Matched	Pooled
Magnitude of Effect	-.55	-1.59	-2.23
Standard Error	.74	.71	.62
FT Mean	15.58		
No. of FT Children	53		
Matched NFT Site	Local		

FKW FKW

Table 15-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN ILM MODEL

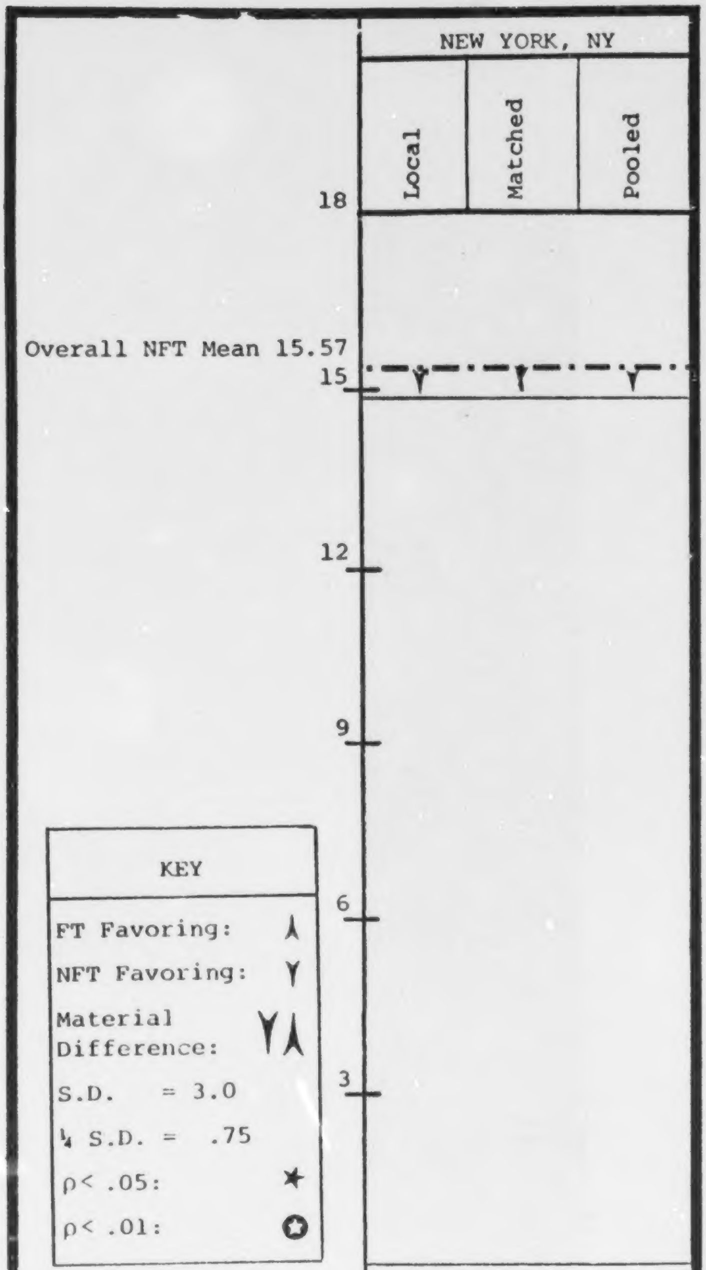


	Local	Matched	Pooled
Magnitude of Effect	-3.23	-2.73	.57
Standard Error	1.90	1.18	1.00
FT Mean	33.13		
No. of FT Children	53		
Matched NFT Site	Local		

FKW FKW

Table 15-8

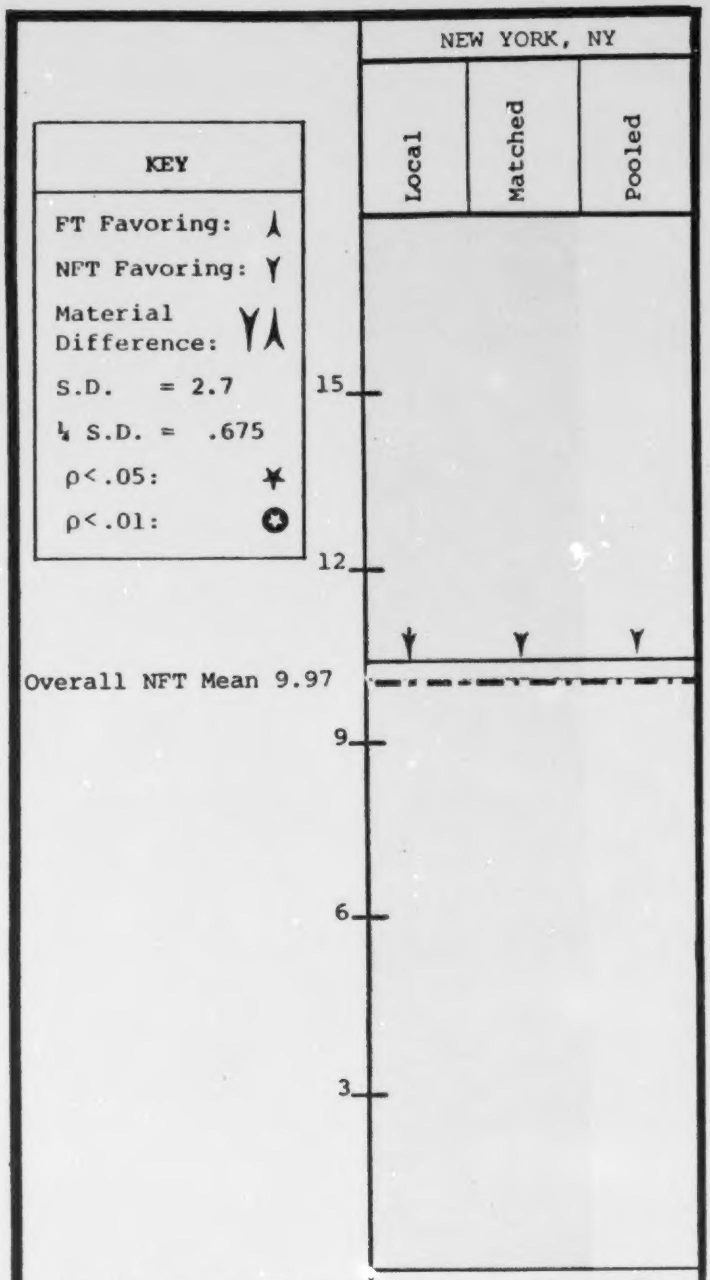
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN ILM MODEL



	Local	Matched	Pooled
Magnitude of Effect	-.55	-.41	-.63
Standard Error	.74	.46	.35
FT Mean	14.98		
No. of FT Children	53		
Matched NFT Site	Local		
	FKW	FKW	

Table 15-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (-) FOR COHORT II SITES IN ILM MODEL



	Local	Matched	Pooled
Magnitude of Effect	-.31	-.30	-.53
Standard Error	.73	.45	.27
FT Mean	10.36		
No. of FT Children	53		
Matched NFT Site	Local		

FKW FKW

Table 15-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN ILM MODEL

	MAT Norm Population	NEW YORK, NY			SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT		FT	NFT
			Local	Best Match		Local	Best Match		
Total Reading									
Spring Third Grade Median	61	58.3	59.7		58.3	59.7		52.4	56.0
Percentile of Median	50	40.6	44.8		40.6	44.8		22.8	34.0
Grade Equivalent	3.5	3.2	3.4		3.2	3.4		2.6	3.0
Percent 1 Year or More Below Grade Level	20	26.4	24.9						
Total Mathematics									
Spring Third Grade Median	70.5	61.8	67.1		61.8	67.1		57.7	59.3
Percentile of Median	50	22.4	38.2		22.4	38.2		13.4	16.6
Grade Equivalent	3.75	3.1	3.5		3.1	3.5		2.8	2.9
Percent 1 Year or More Below Grade Level	12	37.7	19.2						
Spelling									
Spring Third Grade Median	64	60.0	66.4		60.0	66.4		56.4	60.0
Percentile of Median	50	38.0	58.8		38.0	58.8		27.6	38.0
Grade Equivalent	3.6	3.1	3.9		3.1	3.9		2.8	3.1
Percent 1 Year or More Below Grade Level	22	35.8	19.6						
BEST MATCH SITE		Local							

Table 15-11

BACKGROUND VARIABLES AND OUTCOME MEASURES FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN ILM MODEL

	New York, NY		
	FT	**NFT**	
		Local	Best Match
Preschool Information			
Number	53	245	
Percent Preschool	63	50	
Percent No Preschool	20	08	
Percent Other	12	09	
No Information	06	33	
Fall Kindergarten WRAT			
Preschool Mean	30.1	37.3	
No Preschool Mean	24.4	25.4	
Other Mean	19.5	29.9	
Income			
Preschool Mean	5241	5574	
No Preschool Mean	4364	5028	
Other Mean	1833	5385	
MAT Total Reading			
Preschool Mean	43.2	51.3	
No Preschool Mean	44.9	48.7	
Other Mean	43.6	46.4	
MAT Total Math			
Preschool Mean	43.4	63.2	
No Preschool Mean	45.9	57.8	
Other Mean	36.7	54.3	
BEST MATCHED SITE	Local		

Table 15-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN ILM MODEL

KEY

FT Favoring: ⅄

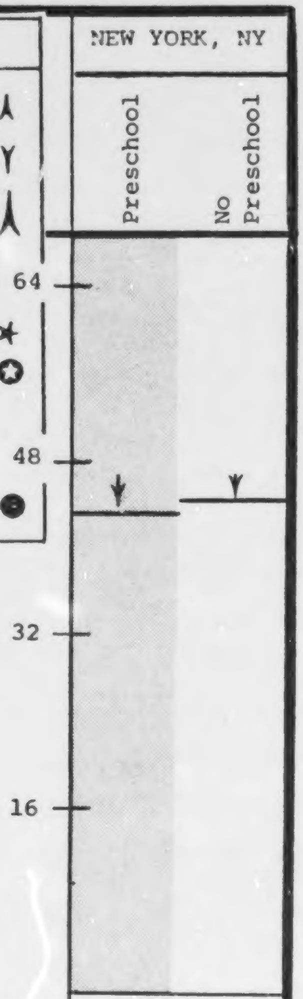
NFT Favoring: Y

Material Difference: Y⅄

S.D. = 16.7
¼ S.D. = 4.18

ρ< .05: ★
ρ< .01: ✪

Too few children or confounding prohibited estimation of treatment effects: ●

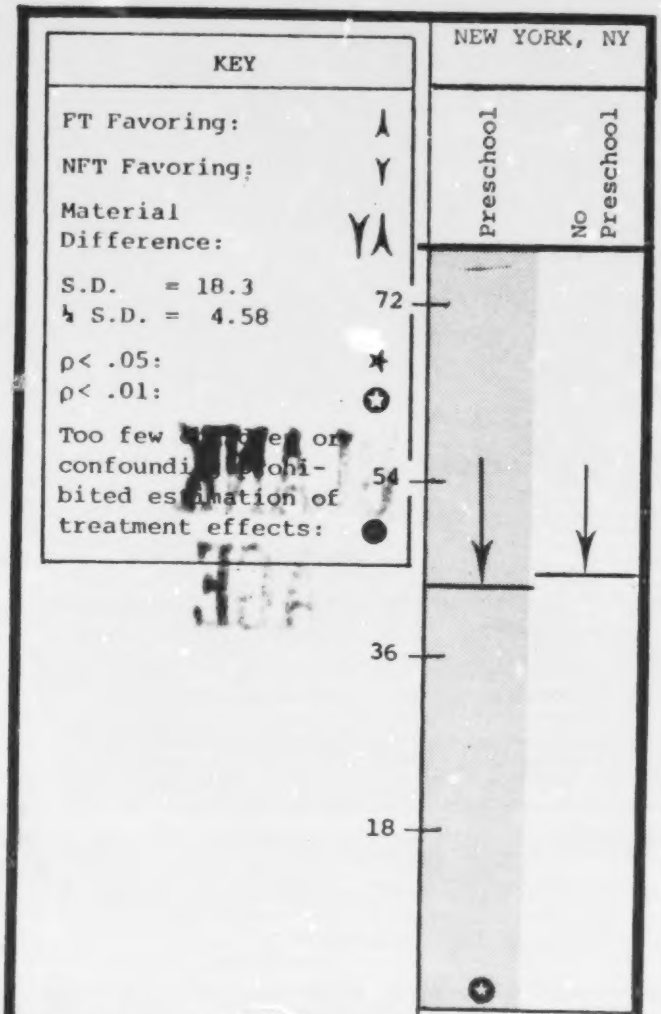


	NEW YORK, NY	
	Preschool	No Preschool
Magnitude of Effect	-3.72	-1.76
Standard Error	3.19	7.11
FT Mean	43.18	44.91
No. of FT Children	33	11
No. of non-FT Children	124	19

FKW

Table 15-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN ILM MODEL



	Preschool	No Preschool
Magnitude of Effect	-13.31	-11.03
Standard Error	4.34	8.14
FT Mean	43.39	45.91
No. of FT Children	33	11
No. of non-FT Children	124	19

FKW

CHAPTER SIXTEEN

LANGUAGE DEVELOPMENT (BILINGUAL EDUCATION) APPROACH (SEDL)

Southwest Educational Development Laboratory

Overview

The Language Development (Bilingual Education) Approach (SEDL) is designed to meet the needs of children who are bilingual or for whom English is a second language. Based on the premise that language is the primary tool used to gain cognitive skill, this model uses an oral language approach to developing skills in most curriculum areas. Positive emphases are also placed on understanding the cultures of others in the classroom and on the community as a means of increasing the self-esteem of the children and their families.

Three sites are included in the analyses: Philadelphia; Tulare/Cutler-Orosi; and St. Martin Parish. Figure 16-1 summarizes the FT-favoring (+) and NFT-favoring (-) effects found in these sites. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed.

The FT children in one site, Tulare/Cutler-Orosi appear to be performing better than the best matched comparison children in Total Reading, Total Math, and Spelling. Comparisons with MAT norms indicate, however, that most of the FT children are still a year or more below grade level in Total Reading, Total Math, and Spelling (see Figure 16-2). This model's FT children perform at the average level on MAT norms for all FT children in Total Math, the least language-dependent measure of the three.

Description of the Model

The Language Development (Bilingual Education) Approach (SEDL) currently operates in two urban and five rural communities. This model

Figure 16-1

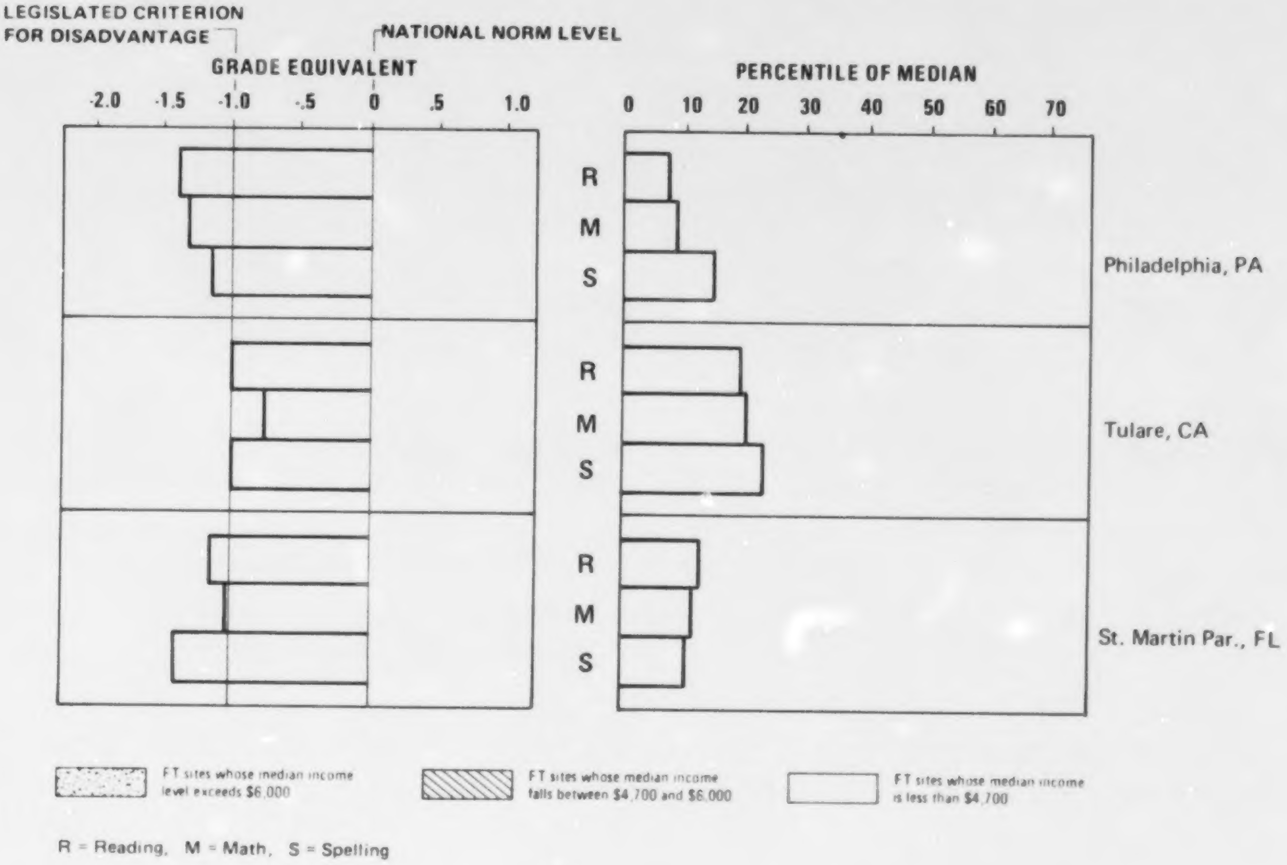
SUMMARY OF EFFECTS FOR SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PARISH, LA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading		-	-		+	-		-	-
Total Math			+		+	-			
Spelling		-	+		+	+		-	+
Language									
Raven's		-				-			
Coopersmith		-				+			+
IARS (+)									
IARS (-)			+		+				
Word Knowledge		-	-		+	-		-	-
Reading					+			-	
Math Concepts						+			+
Math Computations			-		+				
Math Problem Solving			+		+	-		-	
Language Part A									
Language Part B									-
			FKW			FKW	PS	PS	FKW

stresses a development approach and is designed for the particular needs of children whose primary language is not English and serves White, Mexican American, Afro-American, and Puerto Rican children. SEDL utilizes two instructional forms, i.e., in the bilingual classroom where as many as three-quarters of the children are Spanish-speaking; and in the teaching of English as a second language for children of Spanish, French, and Afro-American descent who speak a dialect form of English. Both instructional forms perceive language as the child's main tool for dealing with the environment and acquiring cognitive and noncognitive skills, and many classroom activities are designed to promote language development. Dual language skills are stressed in most curriculum areas. Sponsor-developed instructional materials which have been designed to help the children feel important are used to develop sensory, perceptual, reading, reasoning, and thinking skills. These SEDL materials utilize sequencing procedures aimed at developing a hierarchy of thinking processes, specific terminology, and symbols. In the bilingual classroom model, the English-speaking children learn Spanish and the Spanish-

Figure 16-2

Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in SEDL MODEL



speakers learn English. In the English as a second language model, the children who speak an English dialect learn standard American English. The basic SEDL premises on which these two models operate, and which are embodied in the SEDL materials, are that learning in a second language is easier for the child who has first learned to conceptualize in his native language, and positive emphasis on the child's native language and culture is essential to the development of a positive self-image and cognitive development.

The focus and emphasis of the SEDL model changes from year to year as children become more acquainted with the languages and cultures of their peers. In kindergarten, the focus is on developing the children's motor, visual, and auditory skills while they learn the syntax of English. In first grade, the goal is to develop the children's oral language and reading proficiency (in both their first language and in English when appropriate, e.g., the bilingual classroom). The cultural component, which includes experiences within the family, is also included in the first grade curriculum. In second grade, the emphasis on language and reading proficiency is continued and the cultural component is extended to other families in the community. By third grade, the cultural component focuses on many cultures and many communities.

SEDL teachers and aides serve as language models for the children. The major goals for teachers are to convey a respect for the student's native language and culture, and to become good language teachers.

This sponsor emphasizes parent involvement primarily during the kindergarten year. Through general parent orientation meetings and home visits, SEDL seeks to initiate positive understanding and activities between the home and the school. SEDL suggests that encouraging PAC involvement and parent visits (i.e., bringing parents into the classroom to observe and participate) are meaningful ways to initiate the process of interaction among the home, the school, and the community. Little emphasis was placed on parent involvement beyond the kindergarten year, prior to 1973-1974.

This model stresses oral language skills in most curriculum areas and uses materials that are especially designed to help children feel important while developing sensory and perceptual skills, reading skills, and reasoning and thinking skills.

Description of the Learning Environment

As Figure 16-3 shows, the SEDL model is sampled in three sites. While this sponsor appears to have generally implemented a moderately structured classroom learning environment, there is some site variation in degree of structure. Philadelphia is the most structured of the three; Tulare/Cutler-Orosi the least. Sites vary diametrically in degree of individualization, with Philadelphia being notably below average in individualization and St. Martin Parish notably above. St. Martin Parish also shows a considerably higher degree of academic emphasis. SEDL teachers show a higher than average degree of satisfaction with the sponsor.

As Figure 16-4 shows, parent involvement data is available for only two of the sample sites, Philadelphia and Tulare/Cutler-Orosi. While there are some notable site differences on the three involvement factors (III-V)

Figure 16-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR SEDL MODEL

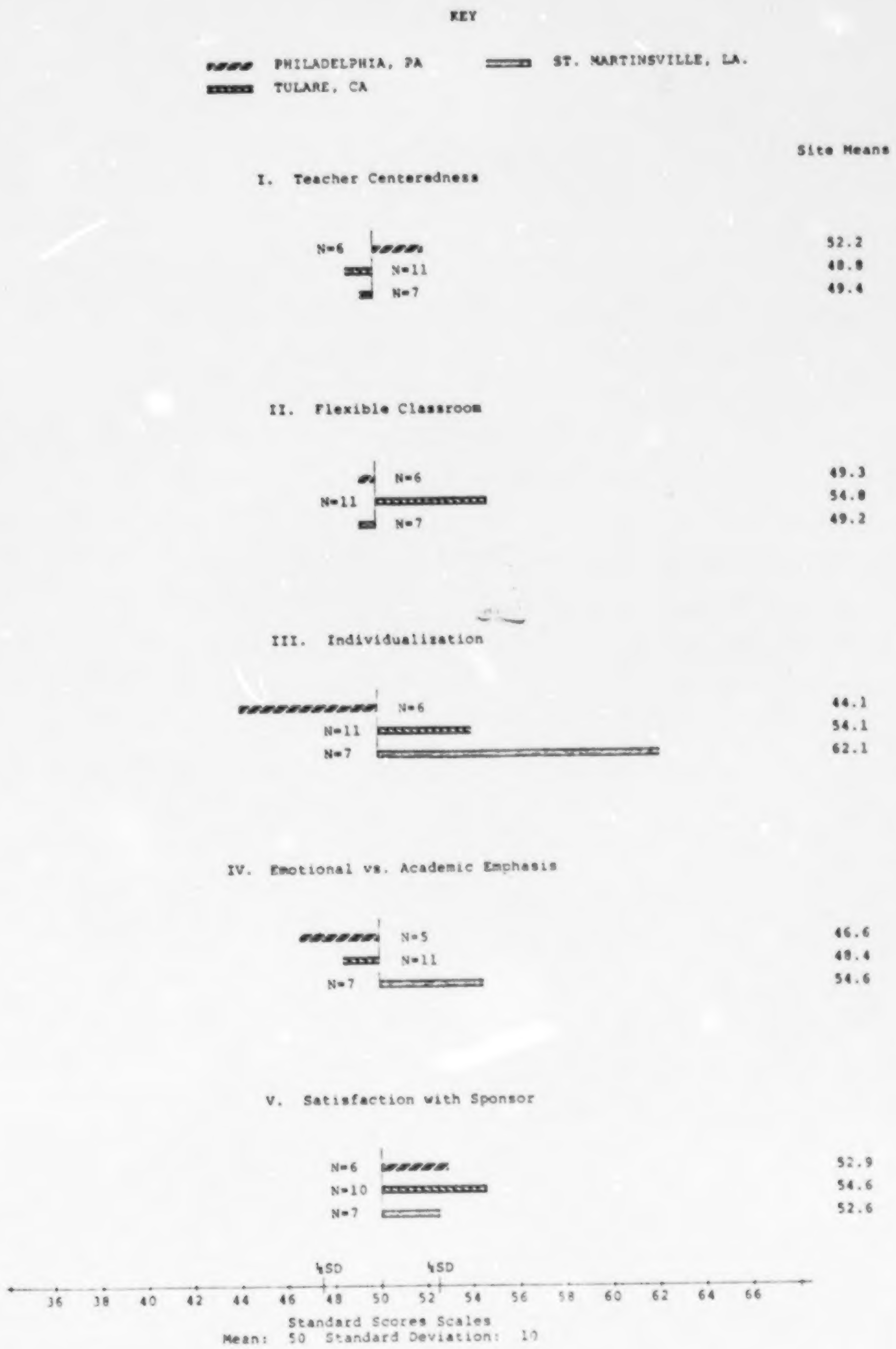
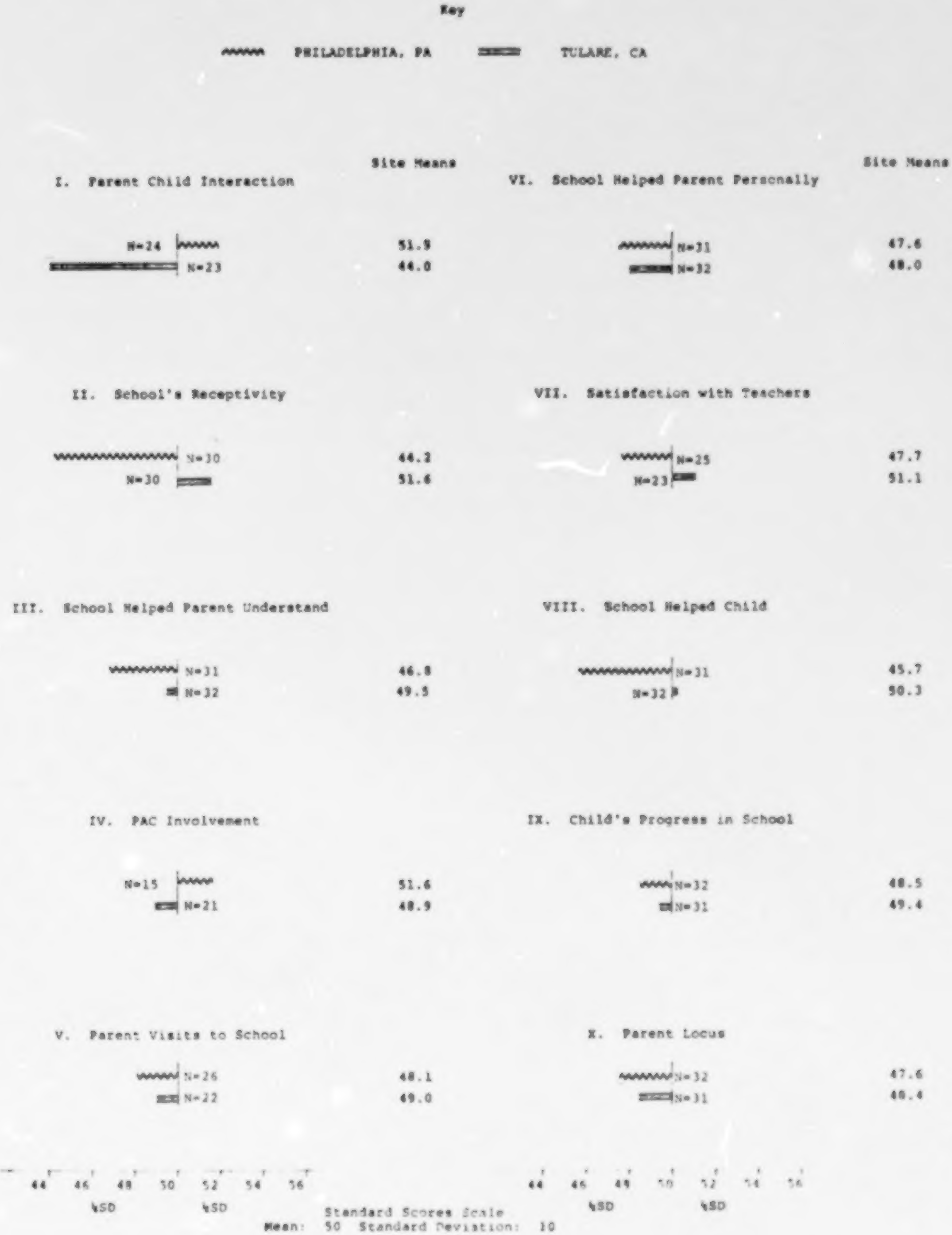


Figure 16-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM PARENT QUESTIONNAIRE FACTORS FOR SEDL MODEL



SEDL parents generally show below average levels of parent involvement and low levels of satisfaction (facor VI-IX) with the sponsor. The optimal factors (I and II) tend to indicate below average parent child interaction in Tulare/Cutler-Orosi, and below average school receptivity in Philadelphia. Additional information on the parent and teacher sample can be found in Appendix Tables A 16-2, A 16-4, and A 16-5.

Characteristics of the Sample

The three SEDL sites are located in one large city, one small city, and one rural area. By virtue of their ethnic composition, these sites present the sponsor with three dissimilar samples of children. The FT and NFT children are in general much more disadvantaged than average FT and NFT children in all other sites in the sample with respect to pretest, family income, and amount of mother's education. The FT and NFT groups have an average amount of preschool experience for their respective groups. The background variables are displayed in Table 16-1.

Effects on Children

Tables which deal with the following topics are included and discussed in this section.

- effects on the MAT subtests (reading, math, spelling and language), (Tables 16-2 through 16-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 16-16 through 16-9)
- standardized scores for MAT subtests (Table 16-10);
- effects for the preschool analyses (Tables 16-12 and 16-13).

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

- effects on the MAT partial subtests (Tables A 16-6 through A 16-12);
- attrition (Table A 16-13);
- ethnic distribution (Table A 16-16);
- background variables for Cohort III analyses (Table A 16-17);

- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A 16-18 through A 16-20);
- standardized scores for MAT subtests for Cohort III (Table a 16-21);
- teacher questionnaire cluster variables for Cohort III (Table A 16-1);
- teacher background characteristics for Cohort III (Table A 16-2).

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A 16-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A 16-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A 16-14 and A 16-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A 16-15 and A 16-23);
- ethnic distribution for Cohort III (Table A 16-24).

Philadelphia, PA

The FT and local NFT groups in Philadelphia are typical of the sponsor as a whole on all entry characteristics except ethnic composition where both groups have a larger proportion of Blacks, and a smaller proportion of Whites than is typical of the sponsor. The two groups closely resemble each other with the exception that FT children are more likely to have attended preschool than local NFT students. The best matched site for Philadelphia is Paterson, NJ, whose NFT group is similar to the Philadelphia FT on all entry characteristics.

The FT/pooled NFT comparison has been greyed; discussed in this section are NFT comparisons for FT/local and FT matched groups. At the end of third grade NFT-favoring effects are observed in the FT/matched NFT comparison on Total Reading, Spelling and the Raven's. In the affective area, FT children are outperformed by the matched NFT on the Coopersmith. There are no effects, positive or negative, in the FT/local NFT comparisons.

Table 16-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match			
Children in Analytic Sample															
Number	86	124	36	173	51	78	115	87		21.5	24.6				
Fall Kindergarten WRAT															
Mean Score	24.3	26.8	24.2	23.3	28.0	25.2	17.0	18.9		21.5	24.6		29.8	29.6	
Percent with Preschool	80	45	80	73	42	41	87	30		80	39		81	49	9
Number Responding	60	64	35	116	38	46	103	87							
Children's Ethnicity															
Percent Black	60	83	81	11	8	55	54	36		42	42		70	57	11
Percent White	4	1	3	15	72	4	46	64		22	46		19	34	87
Percent Other	36	16	17	74	20	41	0	0		37	12		11	10	2
Family Income in Median Dollars	4406	4786	5250	3964	4666	3860	3917	5250		4096	4901		4733	5964	9590
Number Responding	39	43	32	60	35	46	61	86							
Mother's Education															
Percent High School Graduates	31	45	29	23	31	15	30	40		28	39		46	46	51
Number Responding	42	47	31	60	35	41	66	85							
Female Heads of Household															
Percent	61	48	41	18	23	37	20	8		33	26		42	34	9
Teachers															
Number	6	30	9	11	7	8	7	17							
Teacher Education															
Percent B.A. or Less	17	17	44	30	86	62	57	44		35	49		34	45	
Percent More than B.A.	50	40	44	70	14	0	29	44		50	33		42	34	
Percent More than M.A.	33	43	11	0	0	38	14	12		16	18		24	21	
Teaching Experience															
Total Years	8.8	9.1	14.0	7.0	11.1	7.0	3.2	9.4		6.3	9.9		8.3	10.9	
BEST MATCH SITE	Paterson, NJ			Houston, TX			Local								

When compared with the MAT norm group FT children in Philadelphia score one year or more below grade level in each subject, while NFT children (both local and matched) score about one-half year higher in each subject.

A study of children with and without preschool experience confirms the overall results--NFT-favoring effects in Total Reading and null effects in Total Math.

Tulare/Cutler-Orosi, CA

This site is somewhat unusual. It represents the combined children from two non-contiguous school districts. While the Tulare portion of this site has implemented English-as-a-Second Language approach, the Cutler-Orosi portion has implemented the Bilingual approach of the sponsor's model. The FT and local NFT groups in Tulare/Cutler-Orosi are typical of the sponsor as a whole on all entry characteristics except ethnic composition where both groups contain fewer Blacks than sponsor average. The FT group scored higher at pretest, has a higher percentage of children who attended preschool, and has a smaller portion of Whites and larger portion of Mexican Americans than the local NFT group. The best matched site for Tulare/Cutler-Orosi is Houston, TX, whose NFT group is similar to the Tulare/Cutler-Orosi FT on all characteristics except preschool experience (FT children were more likely to have attended preschool).

The FT/pooled NFT comparison has been greyed; discussed here are the analyses for the FT/local and FT/matched NFT comparisons. At the end of the third grade, FT-favoring effects are observed in the FT/matched NFT comparison on Total Reading, Total Math and Spelling. In the affective area, FT-favoring effects are observed in the FT/matched NFT comparison on the IARS (-).

With respect to the MAT norm group, FT children score one year below grade level in Total Reading, and Spelling, and about one-half year below in Total Math. The local NFT scores at grade level in Total Reading and Spelling, and about one-half year below in Spelling.

A study of the effects of preschool experience in Tulare/Cutler-Orosi reveals NFT-favoring effects on Total Reading and Total Math for children who attended preschool, and on Total Reading for children who did not attend preschool.

St. Martin Parish, LA

The FT and local NFT groups in St. Martin Parish are atypical of the sponsor as a whole in that both groups have lower than sponsor average pretest scores. The two groups closely resemble each other in terms of all entry characteristics except percent with preschool (FT children were more likely to have attended preschool) and income (FT children come from poorer families). The local NFT in St. Martin Parish also serves as the best matched NFT group.

All NFT comparisons for this site have been greyed and are not discussed here.

When compared with the MAT norm group FT children in St. Martin Parish score one or more years below grade level in each subject. Local NFT children did not score appreciably higher.

Cohort III Effects to Date

Two of the Cohort II SEDL sites are also found in the Cohort III analytic sample. The Cohort III comparisons are in general FT-favoring for the three major academic measures, Total Reading, Total Math and Spelling. These favorable findings replicate the Cohort II results for Tulare/Cutler-Orosi and show somewhat more favorable results than Cohort II for Philadelphia. The children in both cohorts, however, are performing substantially below grade level. The SEDL program is designed for children with non-English and bilingual backgrounds. The somewhat more favorable Cohort III results may represent an improvement in the sponsors's implementation and capability for dealing with the unique problems encountered with these children.*

Summary

The SEDL program has demonstrated some effectiveness with its very disadvantaged groups of FT children. In Tulare/Cutler-Orosi the predominantly Mexican American FT group is performing better in Total Reading, Total Math, and Spelling than an NFT group in Houston with a similarly large proportion of Mexican American children. The FT-favoring effects in this site occur in basic skills, and affective tests. With the exception of the Philadelphia matched comparison, no NFT-favoring effects occur.

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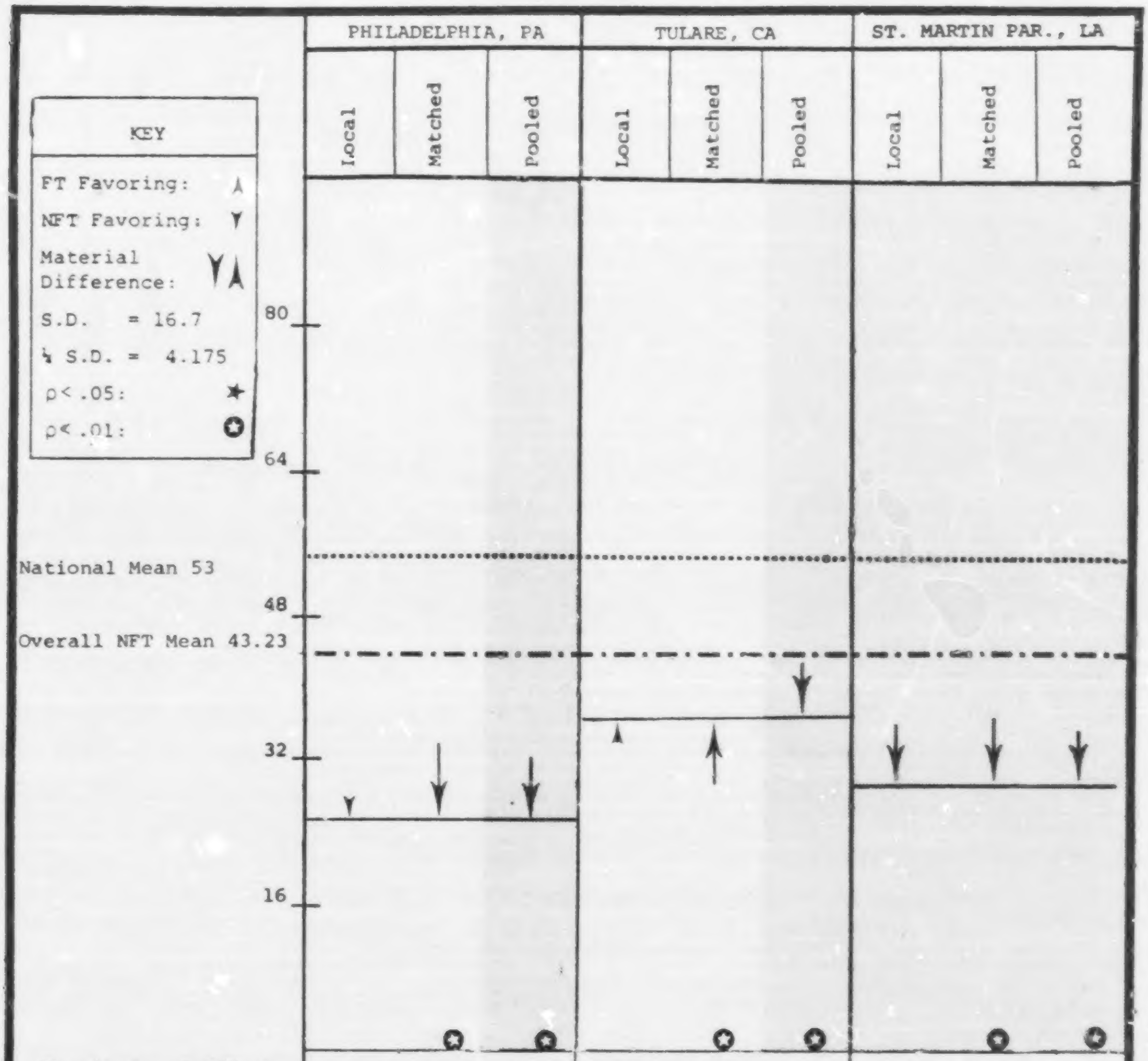
*The sponsor comments that "...starting in 1971-72, SEDL began the implementation of a new or greatly improved, revised, and expanded Follow Through model in Grades K-3." Kronkosky, P.D. Communication to Mary M. Kennedy, U.S. Office of Education, February 27, 1976.

When the Total Math, Total Reading and Spelling scores are compared with the MAT national norms, the FT children are still performing about one year below grade level, except in Tulare/Cutler-Orosi on the Total Math subtest. In Total Reading and Spelling the local NFT group is scoring at a level one-half year ahead of the FT group. The FT and NFT groups score more evenly in Math, however. In general, the effects from FT/NFT comparison in the SEDL sites are both positive and negative. The Cohort III second grade results are quite similar to those on Cohort II.

Table 16-2

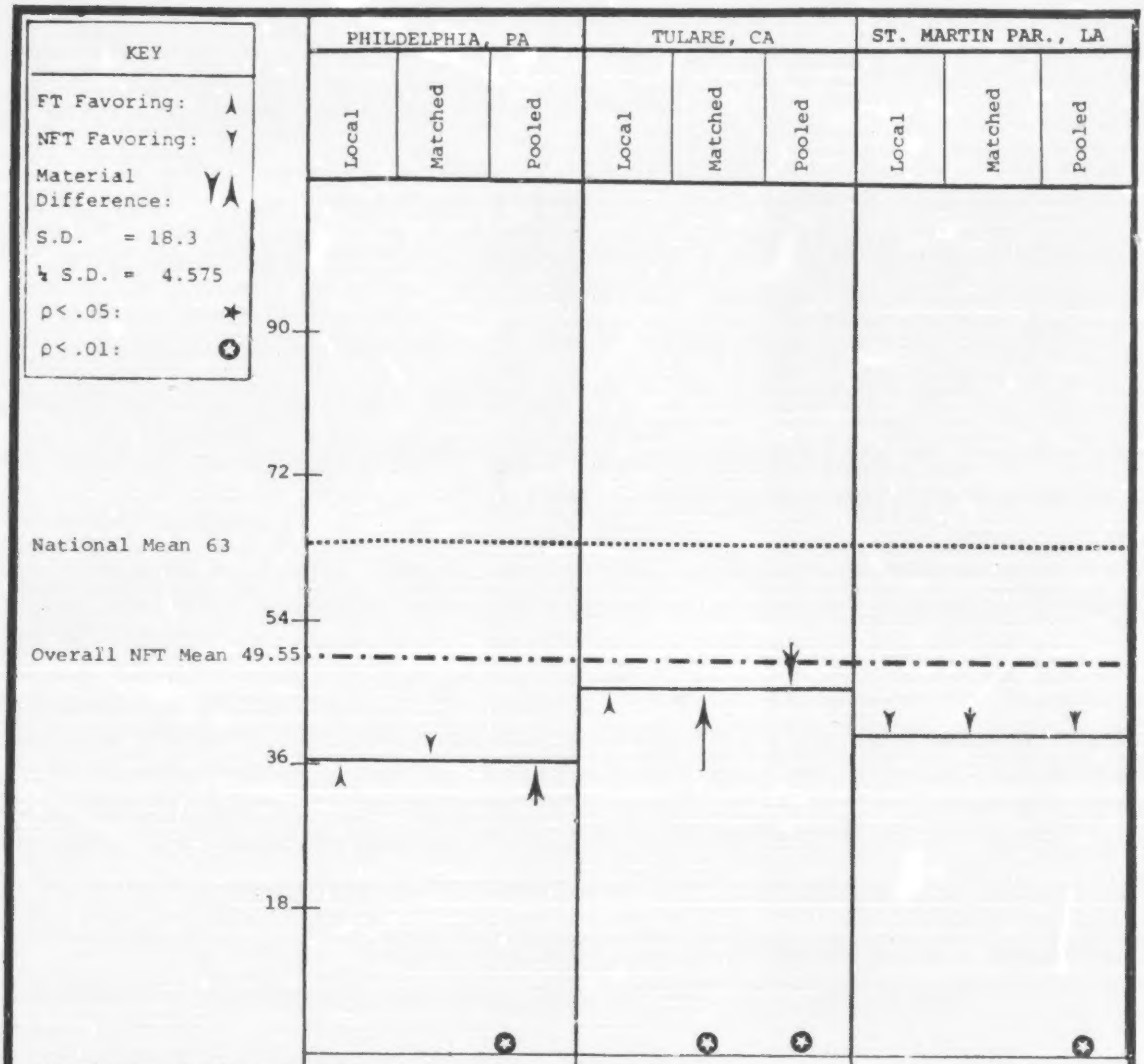
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.65	-8.93	-6.25	2.57	6.33	-4.76	-6.17	-6.58	-4.30
Standard Error	2.91	3.21	1.56	3.35	2.14	1.00	4.06	1.92	.90
FT Mean	25.37			36.95			29.37		
No. of FT Children	86			143			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		
			FKW			FKW	PS	PS	FKW

Table 16-3

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.82	-.95	4.91	1.93	10.31	-5.46	-2.88	-3.66	-3.40
Standard Error	3.19	3.06	1.43	3.66	2.19	1.02	3.39	2.24	1.13
FT Mean	36.57			46.05			39.90		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		
			FKW			FKW	PS	PS	FKW

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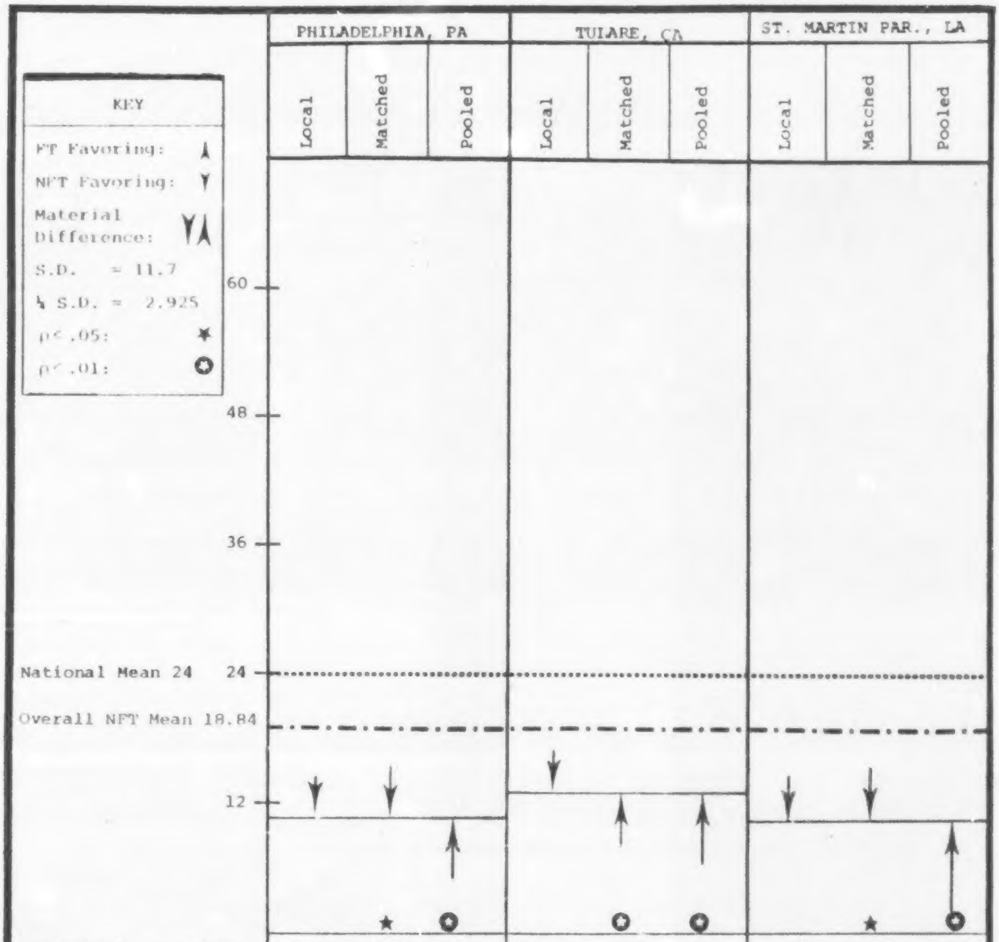
Table 16-4

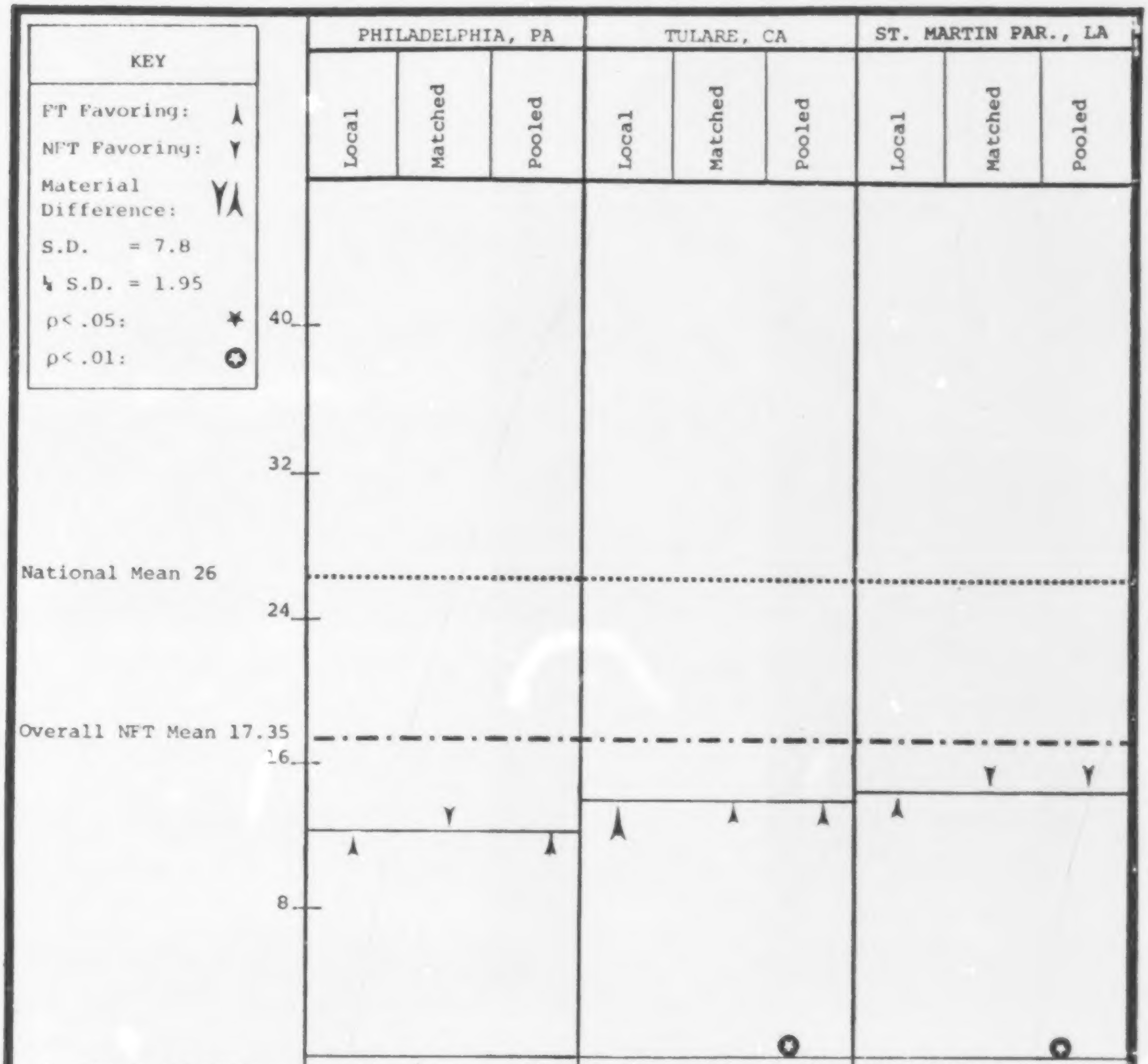
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	TULARE, CA Local	TULARE, CA Matched	TULARE, CA Pooled	ST. MARTIN PAR., LA Local	ST. MARTIN PAR., LA Matched	ST. MARTIN PAR., LA Pooled
Magnitude of Effect	-3.61	-5.33	5.27	-3.94	5.41	6.70	-4.57	-4.77	10.02
Standard Error	2.34	2.39	1.47	2.69	1.60	.97	2.48	1.80	.93
FT Mean	10.40			13.86			9.71		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		
			FKW			FKW	PS	PS	FKW

Table 16-5

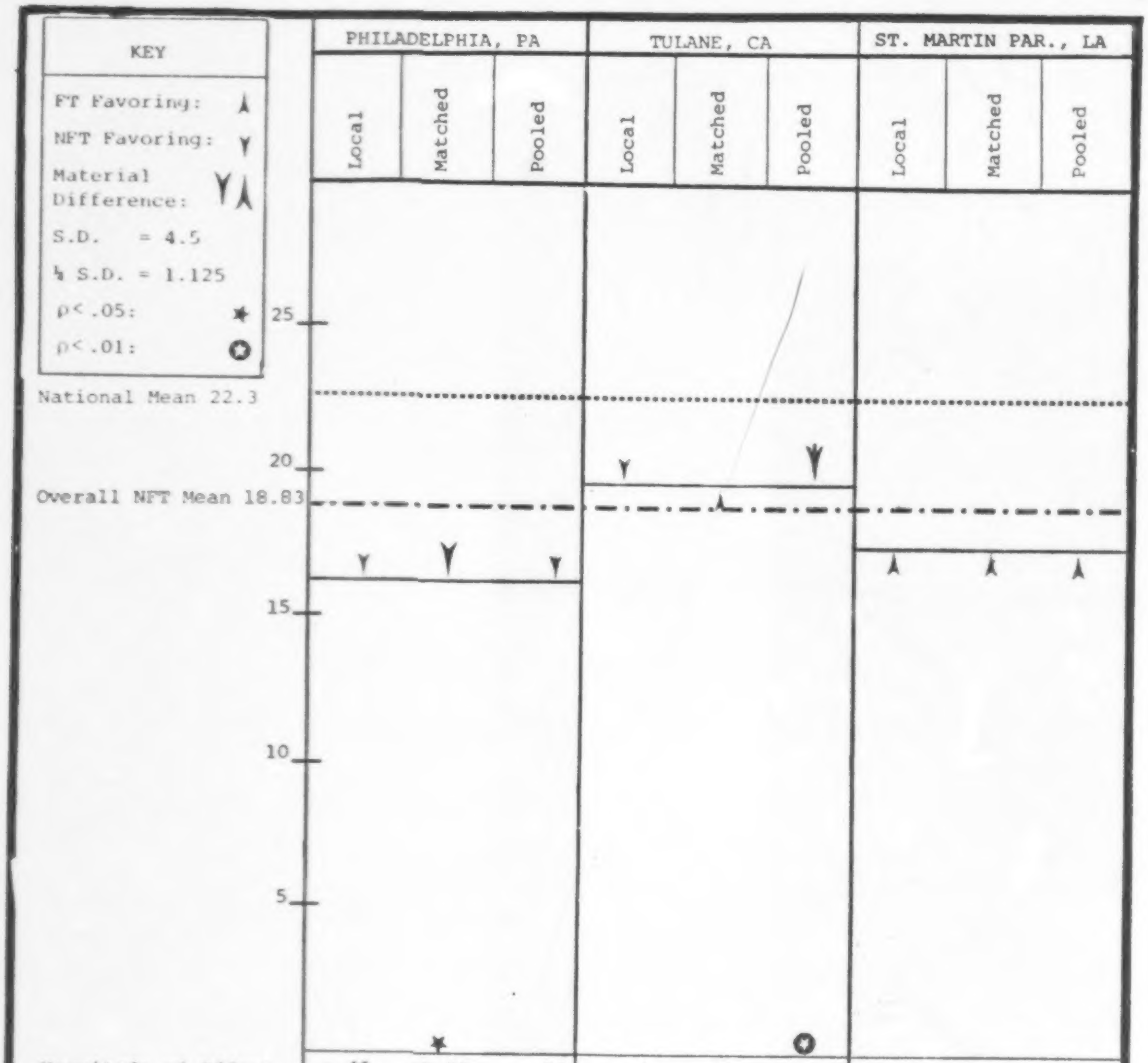
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.03	-1.29	.96	2.34	.88	1.26	1.47	-1.45	-1.56
Standard Error	1.36	1.54	.67	1.56	.86	.39	1.44	1.02	.54
FT Mean		12.23			14.01			14.41	
No. of FT Children		86			173			115	
Matched NFT Site		Paterson, NJ			Houston, TX			Local	
			FKW			FKW	PS	PS	FKW

Table 16-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA			TULANE, CA			ST. MARTIN PAR., LA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.46	-2.30	-.25	-.60	.54	-1.70	.34	.58	.12
Standard Error	.86	1.00	.49	.98	.58	.28	.91	.71	.40
FT Mean	16.27			19.51			17.16		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		
			FKW			FKW	PS	PS	FKW

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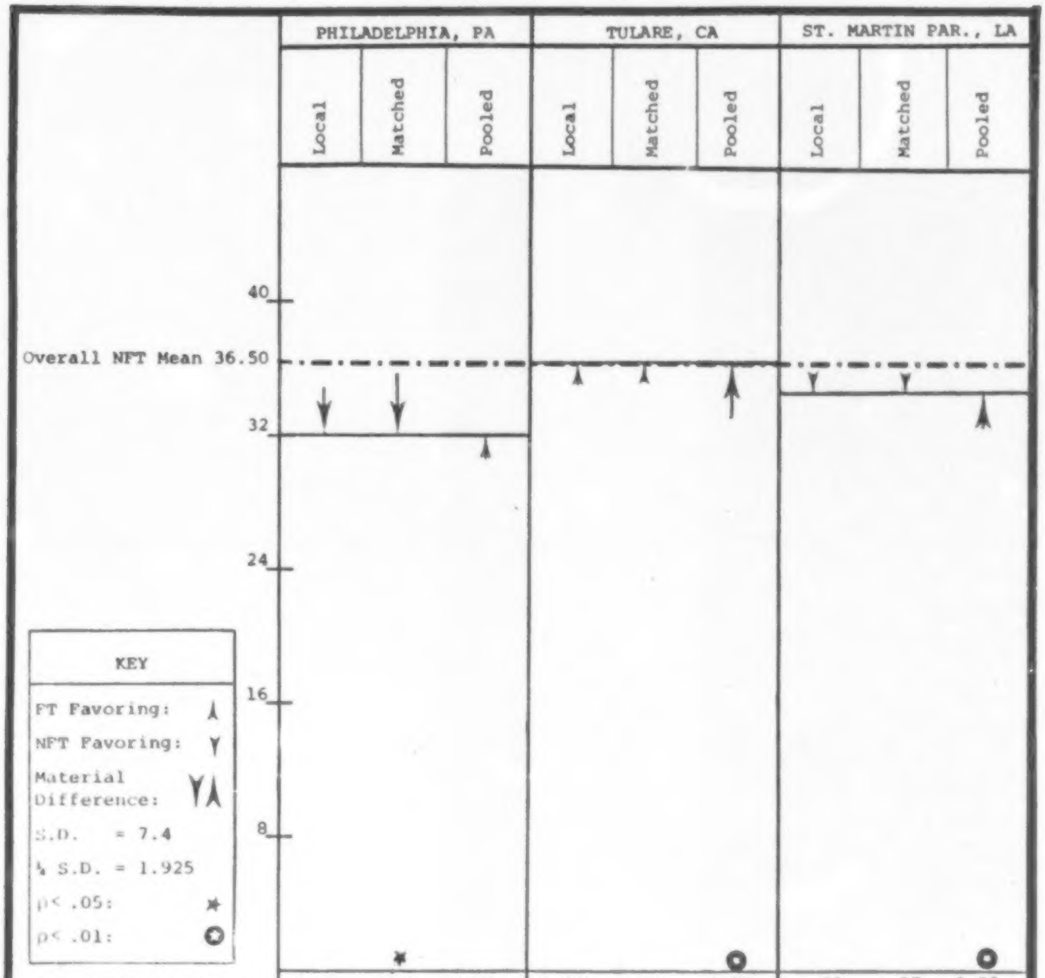
Table 16-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.69	-3.82	1.18	1.03	.11	3.20	-.86	-.27	2.06
Standard Error	1.54	1.81	.86	1.77	1.05	.51	1.64	1.14	.66
FT Mean	32.03			36.48			34.84		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		
			FKW			FKW	PS	PS	FKW

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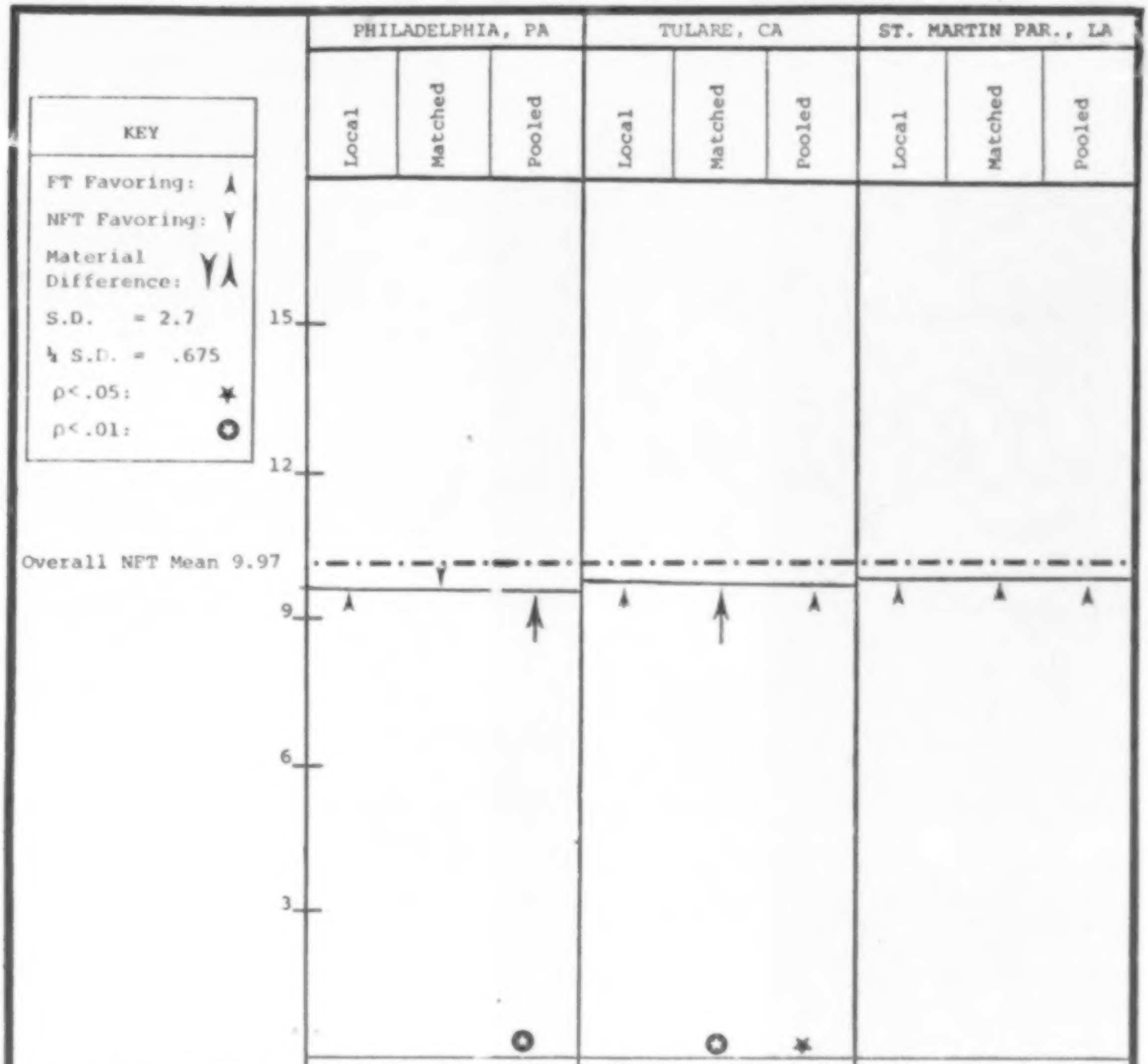
Table 16-8

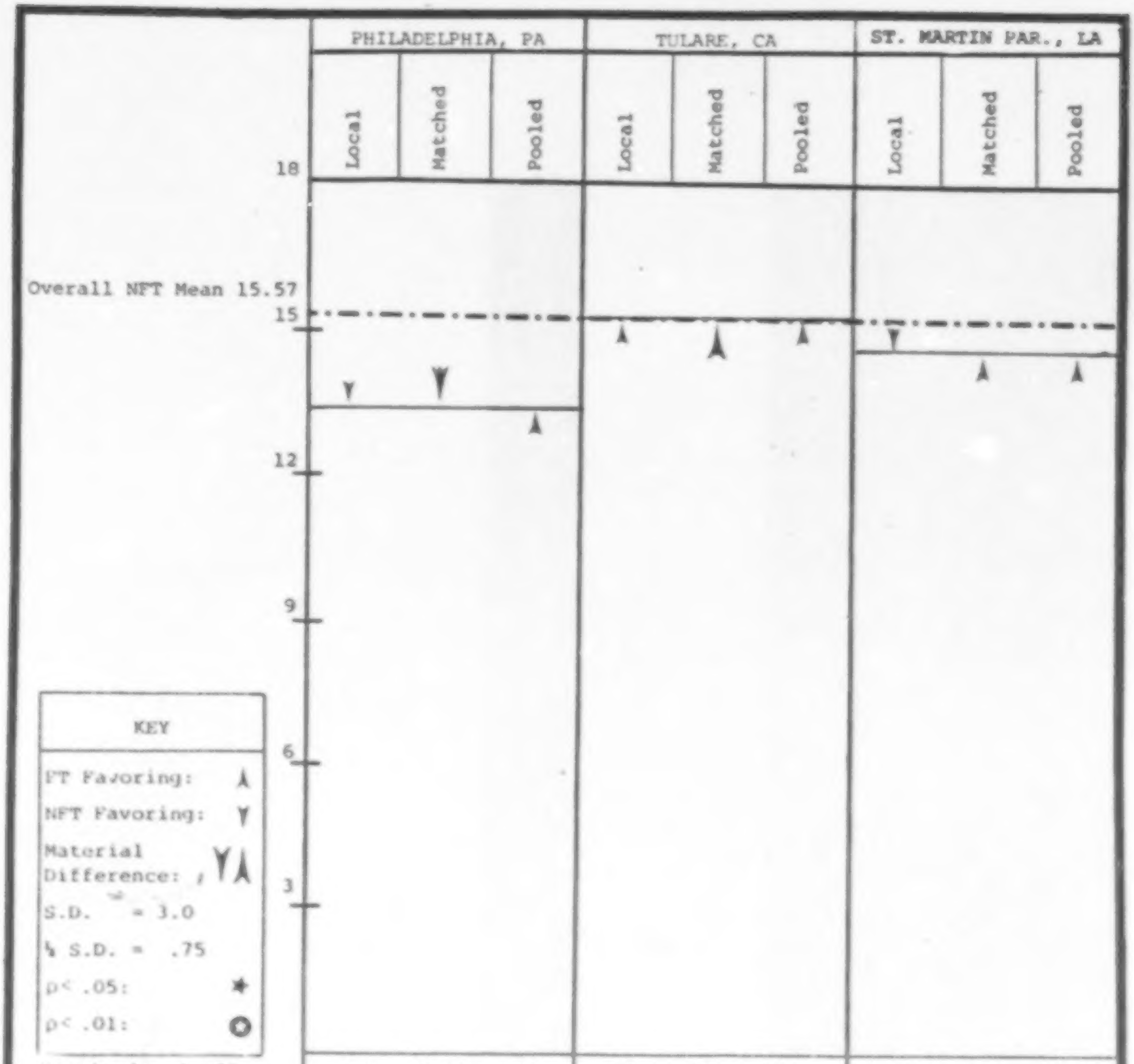
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	TULARE, CA Local	TULARE, CA Matched	TULARE, CA Pooled	ST. MARTIN PAR., LA Local	ST. MARTIN PAR., LA Matched	ST. MARTIN PAR., LA Pooled
Magnitude of Effect	.40	-.23	.92	.55	1.09	.37	.37	.34	.39
Standard Error	.57	.63	.31	.64	.39	.17	.59	.40	.24
FT Mean		9.52			9.87			10.04	
No. of FT Children		86			173			115	
Matched NFT Site		Paterson, NJ			Houston, TX			Local	
			FKW			FKW	PS	PS	FKW

Table 16-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (-) FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	TULARE, CA Local	TULARE, CA Matched	TULARE, CA Pooled	ST. MARTIN PAR., LA Local	ST. MARTIN PAR., LA Matched	ST. MARTIN PAR., LA Pooled
Magnitude of Effect	-.63	-1.39	.56	.34	.79	.15	-.01	.28	.05
Standard Error	.64	.78	.39	.74	.43	.19	.68	.49	.26
FT Mean	13.52			15.35			14.69		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		
			FKW			FKW	PS	PS	FKW

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Table 16-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN SEDL MODEL

	MAT Norm Population	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA		SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT		FT	NFT	FT	NFT		FT	NFT
			Local	Best Match		Local	Best Match		Local Best Match		Local	Best Match		
Total Reading														
Spring Third Grade Median	61	44.8	52.0	52.2	50.8	60.0	47.9	47.9	52.8	47.8	54.9		52.4	56.0
Percentile of Median	50	7.8	22.0	22.4	19.2	46.0	11.8	11.8	23.6	11.6	29.8		22.8	34.0
Grade Equivalent	3.5	2.1	2.6	2.6	2.5	3.4	2.3	2.3	2.7	2.3	2.9		2.6	3.0
Percent 1 Year or More Below Grade Level	20	74.4	48.4	41.7	52.6	25.5	67.9	74.8	46.0					
Total Mathematics														
Spring Third Grade Median	70.5	53.5	58.0	57.8	60.8	65.0	52.7	56.7	59.0	57.0	60.7		57.7	59.3
Percentile of Median	50	8.5	14.0	13.6	19.6	32.0	7.7	11.7	16.0	12	19.4		13.4	16.6
Grade Equivalent	3.75	2.4	2.8	2.8	3.0	3.3	2.4	2.7	2.9	2.7	3.0		2.8	2.9
Percent 1 Year or More Below Grade Level	12	57.0	48.4	47.2	34.1	19.6	67.9	52.2	41.4					
Spelling														
Spring Third Grade Median	64	50.3	58.3	57.5	54.4	65.1	47.2	47.2	57.6	50.6	60.3		56.4	60.0
Percentile of Median	50	14.6	33.2	31.0	22.4	54.4	10.4	10.4	31.2	15.2	38.6		27.6	38.0
Grade Equivalent	3.6	2.4	3.0	2.9	2.6	3.7	2.2	2.2	2.9	2.4	3.1		2.8	3.1
Percent 1 Year or More Below Grade Level	22	64.0	37.9	33.3	50.3	23.5	64.1	63.5	44.8					
BEST MATCH SITE		Paterson, NJ			Houston, TX			Local						

Table 16-11

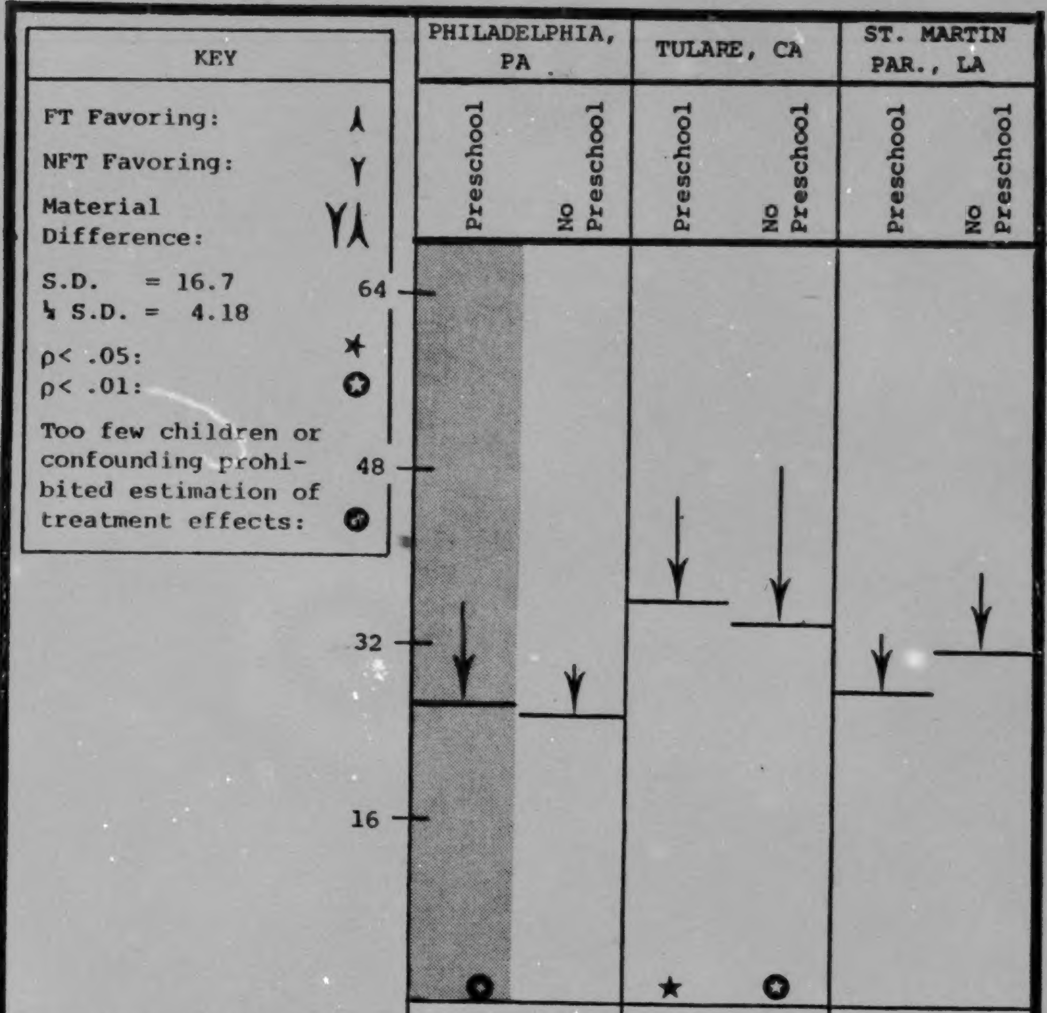
BACKGROUND VARIABLES AND OUTCOME MEASURES
FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA	
	FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local Best Match
Preschool Information								
Number	86	124	36	173	51	78	115	87
Percent 4+ Months	53	23	56	32	28	19	77	26
Percent None	13	29	19	18	43	33	11	70
Percent 1-3 Months	04		22	17	04	07	02	04
Percent No Information	30	48	03	33	25	41	10	
Fall Kindergarten WRAT								
Preschool Mean	25.9	31.5	26.8	23.0	26.9	29.7	17.2	14.0
No Preschool Mean	20.6	25.5	22.4	25.3	28.6	23.4	19.2	20.6
*Other Mean**	22.0	25.1	20.0	22.9	28.4	24.7	12.8	21.0
Income								
Preschool Mean	5058	5133	4667	4150	5682	4600	4586	4659
No Preschool Mean	4727	4929	4643	5444	5000	4442	5182	6057
*Other Mean**	5250		4500	4231	6500	3600	2500	4333
MAT Total Reading								
Preschool Mean	26.8	41.1	41.0	36.3	47.9	28.8	28.6	32.1
No Preschool Mean	25.2	36.9	38.1	34.7	49.5	27.4	31.5	39.9
*Other Mean**	23.3	34.1	31.3	38.2	44.1	30.9	32.4	33.3
MAT Total Math								
Preschool Mean	37.4	48.0	42.4	44.9	61.3	34.3	38.8	39.8
No Preschool Mean	40.9	46.1	33.9	47.9	55.7	29.8	48.2	48.7
*Other Mean**	33.4	39.6	39.0	46.1	49.2	36.0	39.1	36.3
BEST MATCH SITE	Paterson, NJ			Houston, TX			Local	

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 16-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA Preschool	PHILADELPHIA, PA No Preschool	TULARE, CA Preschool	TULARE, CA No Preschool	ST. MARTIN PAR., LA Preschool	ST. MARTIN PAR., LA No Preschool
Magnitude of Effect	-9.10	-4.88	-9.07	-14.30	-5.65	-7.16
Standard Error	3.19	4.54	3.93	3.67	3.48	4.08
FT Mean	26.78	25.17	36.30	34.74	28.63	31.46
No. of FT Children	45	12	57	31	89	13
No. of non-FT Children	29	35	14	22	23	61

FKW

Table 16-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN SEDL MODEL

KEY

FT Favoring: ⅄

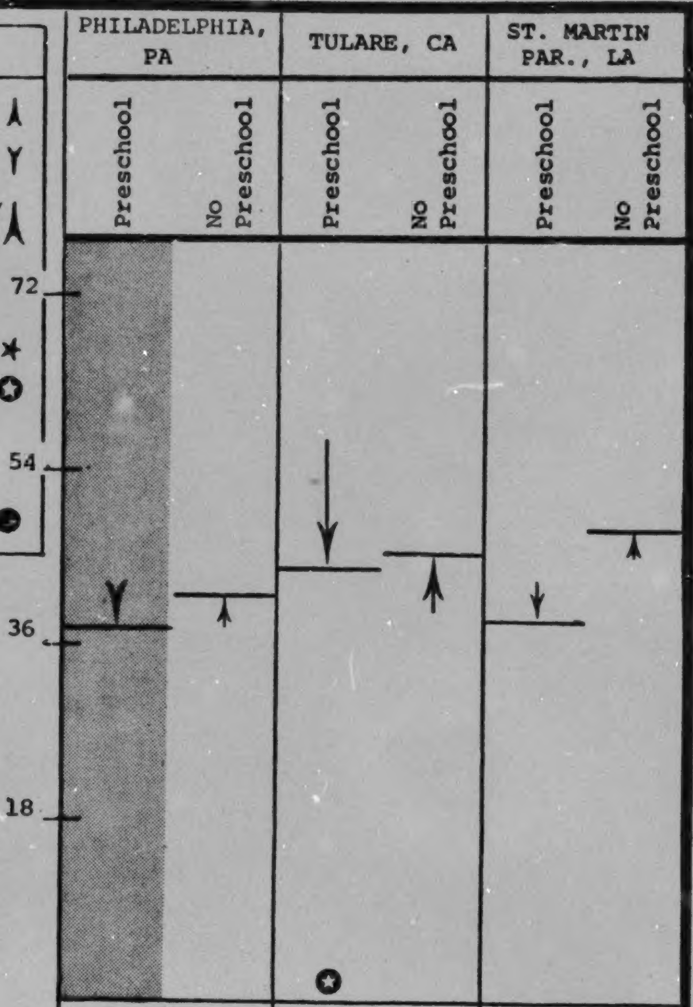
NFT Favoring: Y

Material Difference: Y⅄

S.D. = 18.3
¼ S.D. = 4.58

ρ< .05: ✶
ρ< .01: ✪

Too few children or confounding prohibited estimation of treatment effects: ●



	PHILADELPHIA, PA		TULARE, CA		ST. MARTIN PAR., LA	
	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool
Magnitude of Effect	-4.80	4.15	-13.86	6.54	-4.13	1.25
Standard Error	3.55	5.20	4.37	4.20	3.88	4.68
FT Mean	37.44	40.92	44.93	47.90	38.81	48.15
No. of FT Children	45	12	57	31	89	13
No. of non-FT Children	29	35	14	22	23	61

FKW

CHAPTER SEVENTEEN

HOME-SCHOOL PARTNERSHIP MODEL
Clark College

Overview

The Home-School Partnership model emphasizes improvement of parenting as a vehicle for helping children. The sponsor encourages participation in adult education classes and trains parents to teach their children at home. Parents contribute to the planning, testing, and evaluation of the program.

A single site, New York City, is included in the analysis. Figure 17-1 summarizes the FT favoring (+) and NFT-favoring (-) effects in this site. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed.

Significantly more Follow Through parents than their NFT counterparts report that the school helped them in their jobs and careers, helped them understand their children's education and was receptive to their ideas. These desired findings, in line with the model's goals, are not translated into academic or affective gains among the students. Despite high pretest scores Home-School Partnership students score about a year behind in Total Reading and Spelling, and one-half year behind in Total Math, compared to norms at the end of the third grade (see Figure 17-2).

Description of the Model

The Home-School Partnership model operates in two urban sites. Basic to this model is the theory that learning problems stem as much from home and community as from child and school. The sponsor holds that a team

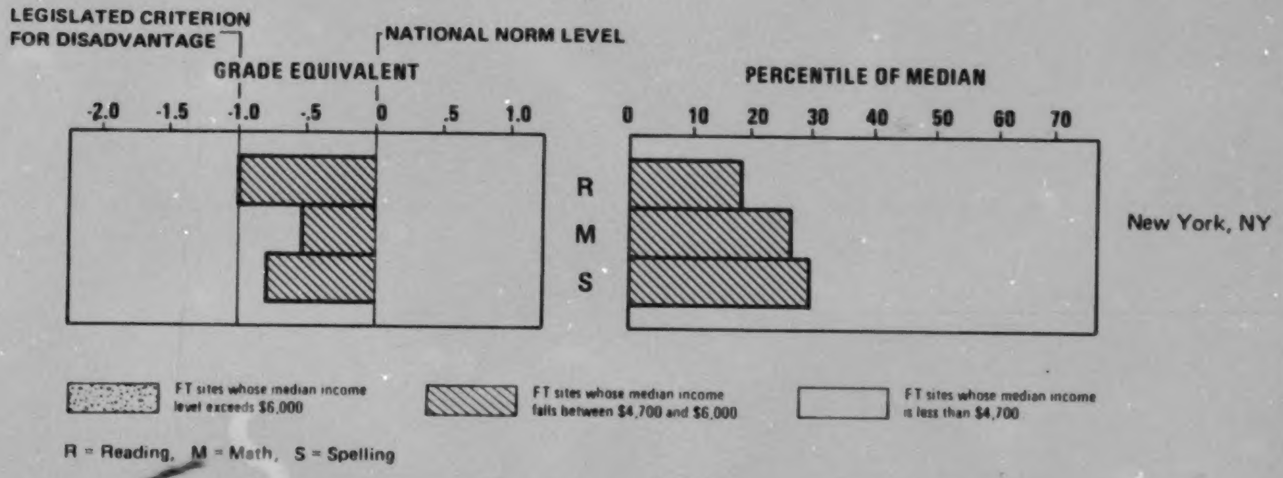
Figure 17-1

SUMMARY OF EFFECTS FOR HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY		
	Local	Matched	Pooled
Total Reading	-		-
Total Math	-		-
Spelling	-		-
Language	-	-	-
Raven's			-
Coopersmith		-	
IARS (+)			
IARS (-)			
Word Knowledge	-		-
Reading	-	-	-
Math Concepts	-		-
Math Computations	-		
Math Problem Solving	-		-
Language Part A	-	-	-
Language Part B	-	-	-
	FKW	PS	FKW

Figure 17-2

Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in HOME-SCHOOL PARTNERSHIP MODEL



approach to the child's learning experience, combining school, community, and parental participation, can foster self-esteem and motivate the entire family to enhance the child's education. Through their own growth and commitment, parents will become influential in improving their child's learning capacity. Thus, the Home-School Partnership seeks to motivate children to learn by bringing the positive forces of their own home environment to bear on their education.

This model is operationalized through parents, who, as "home teachers," serve as assistants in the classroom and make monthly visits to program parents to train them to teach their children at home. (Other parents also participate in planning, testing, and evaluating the program.) Classroom and home teachers spend approximately one-half hour each day planning together instructional tasks which include small-group activities in math and reading, activities for children in the interest centers, and preparation of materials for home instruction which utilize common, available and familiar objects. Program parents are also encouraged (frequently by the home teacher or by parent interviewers during the evaluation process) to enroll in both the adult Education Program and the family-centered Cultural and Extracurricular Program. The model prescribes that space be provided in the school building for these purposes. Community leaders, area colleges, and community agencies are asked to contribute to the Home-School Partnership. By promoting self-improvement of the parents, the sponsor intends to extend their experiential backgrounds and to recruit them as active directors of their children's education.*

Description of the Learning Environment

As Figure 17-3 shows, the Home-School Partnership teachers operate classroom learning environments that are less teacher centered, less flexible,

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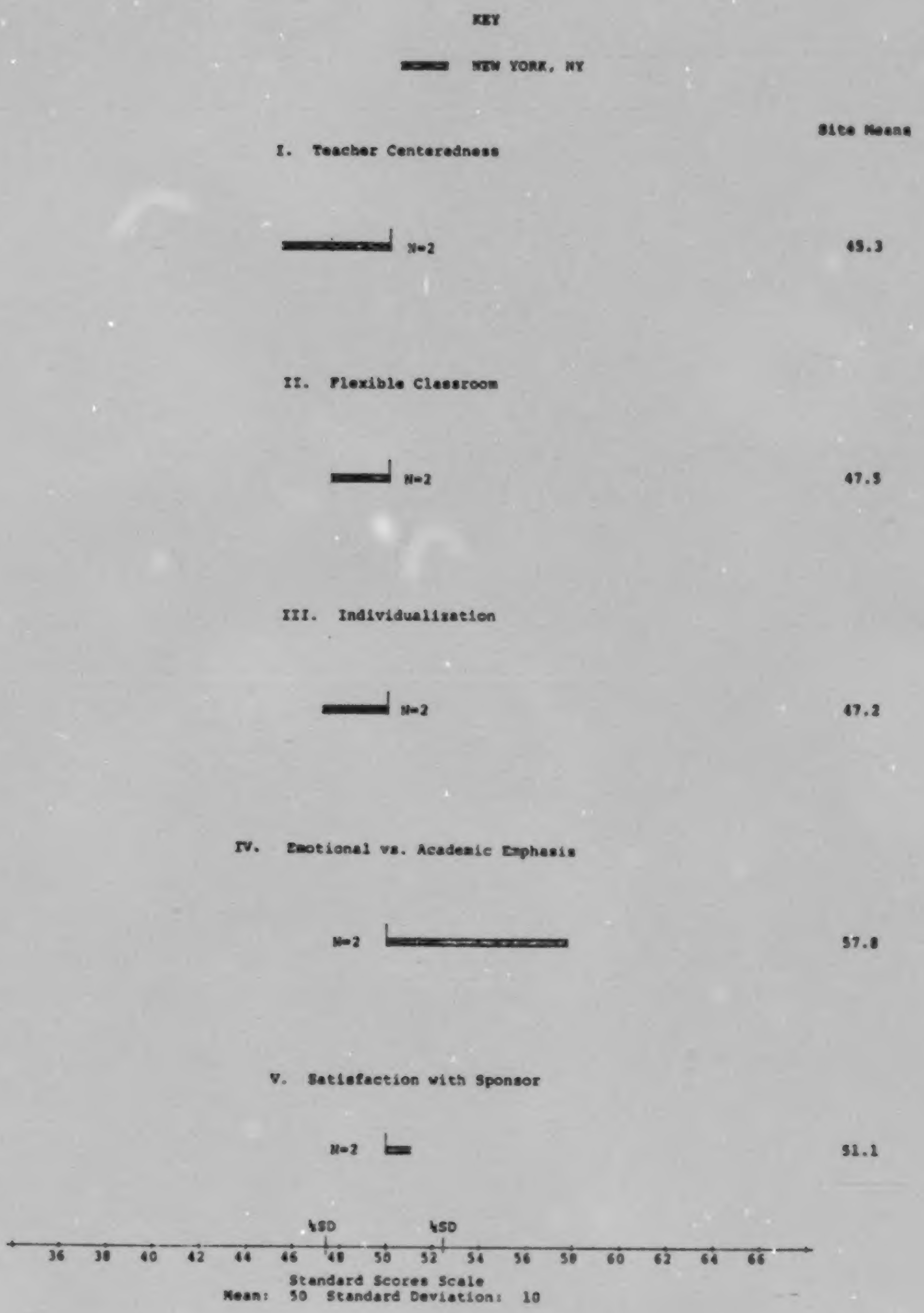
*In a recent communication concerning this description, the Sponsor comments: "Nowhere do we find any consideration given to the fact that the sole instructional model in use at Public School 133 from September 1968 through September 1975 was the Gettegno Model (Words in Color), nor do we find any recognition of the fact that the Gettegno Model develops skills in a manner that is not easily transferred. Children who are subjected to this approach generally do not show rapid score increments on standardized tests such as the MAT (Johnson, E.E. Communication to Mary M. Kennedy, U.S. Office of Education, February 20, 1976.)

Figure 17-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR HOME-SCHOOL PARTNERSHIP MODEL



less individualized, and more concerned with academic skills than average. Home-School Partnership teachers also show a higher than average degree of satisfaction with the sponsor.

As Figure 17-4 shows, Home-School Partnership parents show a low degree of general parental involvement (factors III-V), although they do attain a high level on the school receptivity factor. This sponsor's parents are also well below average in degree of satisfaction with the sponsor (factors VI-IX). Further, the parents in this site report an average amount of parent child interaction. Additional information on the parent and teacher samples is contained in Appendix Tables A17-2, A17-4, and A17-5.

Characteristics of the Sample

The Home-School Partnership model is studied in only one site. The pretest means of both FT and NFT children are considerably higher than those of Follow Through children as a whole. The amount of preschool experience of Home-School Partnership children is also atypical in that NFT students are almost twice as likely to have attended preschool. Finally, the model serves a mostly Black group. Table 17-1 contains information about the background variables for this model.

Effects on Children

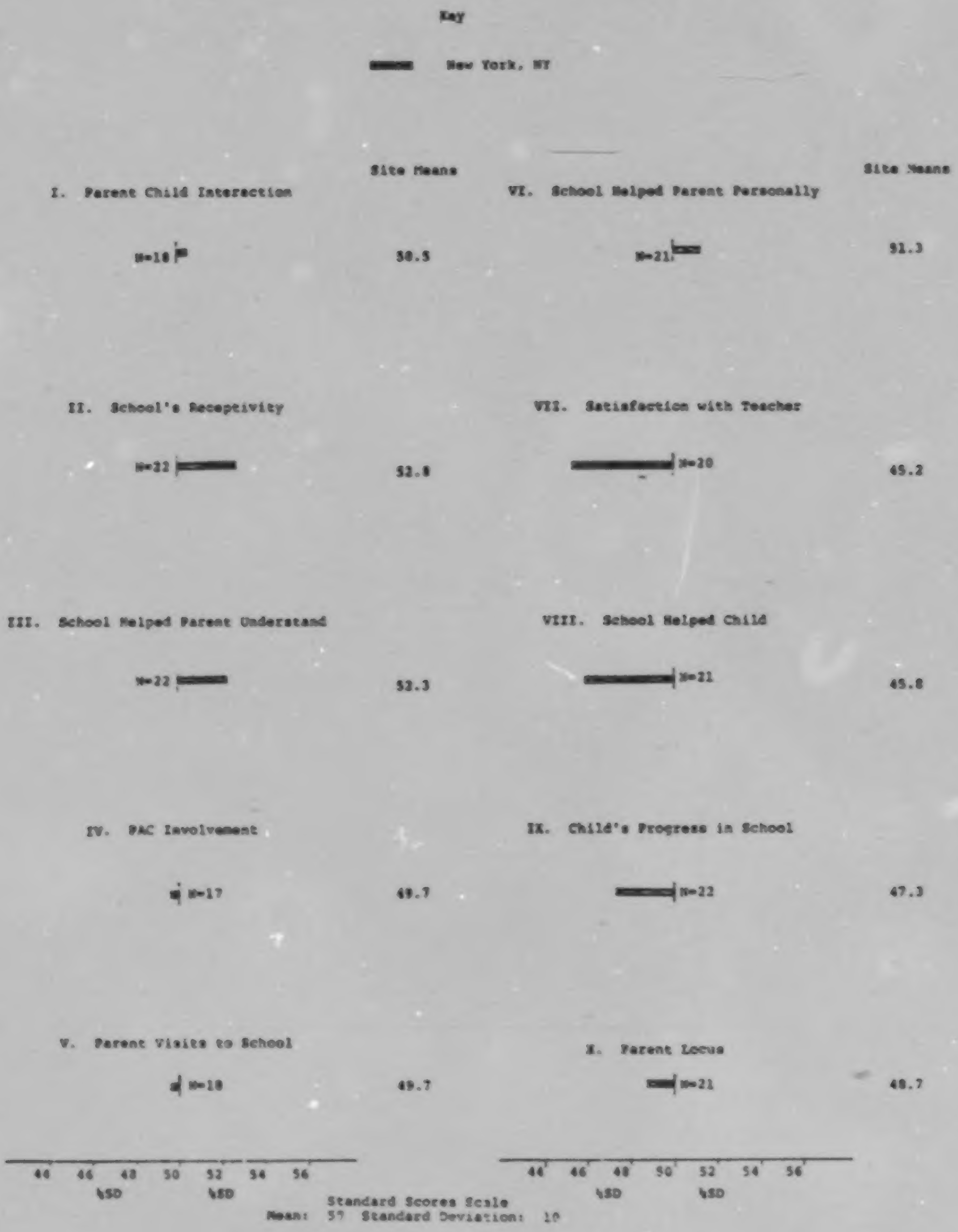
Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 17-2 through 17-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 17-6 through 17-9);
- standardized scores for MAT subtests (Table 17-10);
- effects for the preschool analyses (Tables 17-12 and 17-13).

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

Figure 17-4

DESCRIPTION OF LEARNING ENVIRONMENT FROM PARENT QUESTIONNAIRE FACTORS FOR HOME-SCHOOL PARTNERSHIP MODEL



- effects on the MAT partial subtests (Tables A17-6 through A17-12);
- attrition (Table A17-13);
- ethnic distribution (Table A17-16);
- background variables for Cohort III analyses (Table A17-17);
- effects on MAT subtests (reading, math, and spelling) for Cohort III (Tables A17-18 through A17-20);
- standardized scores for MAT subtests for Cohort III (Table A17-21);
- teacher questionnaire cluster variables for Cohort III (Table A17-1);
- teacher background characteristics for Cohort III (Table A17-2).

Additional charts containing information which amplifies material presented in this section are as follows:

- standardized scores for pretest achievement and income for Cohort II (Figure A17-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A17-2);
- means and standard deviations for the covariates for Cohorts II and III (Tables A17-14 and A17-22);
- means and standard deviations for the outcome means for Cohorts II and III (Tables A17-15 and A17-23);
- ethnic distribution for Cohort III (Table A17-24).

New York, NY

New York is the only site sampled in the Home-School Partnership Model. A comparison of the FT and local NFT groups reveals an FT-favoring difference on entry level. Ethnic composition and income are comparable, but a higher percentage of NFT mothers were high school graduates. The best matched site is E. St. Louis, IL, where the NFT group is closely matched to the FT children on entry level and ethnic composition, but where income is below the FT level. Although most of the FT children had preschool experience, none of the best matched NFT children reported preschool expreience.

All FT/NFT comparisons have been greyed and are not discussed here.

When compared with the MAT norm group, the FT group appears one year below grade level in Total Reading, about one-half year behind on Total Math, and over one-half year behind on Spelling. The local NFT performs near or at grade level on all three tests, while the best matched (E. St. Louis, IL) group is more than one-half year behind on all three tests.

Since nearly all FT children at these sites had preschool experience a comparison with non-preschool children could not be made.

Cohort III Effects to Date

The single Home-School partnership site in New York is found in both cohorts. The FT children in Cohort II show less gain in Total Reading, Total Math and Seplling than the comparison children. The Cohort III results are somewhat different. The comparison of the FT children with local NFT children shows the same pattern of loss as found in Cohort II, but the comparison with the matched group shows better performance by FT on Total Reading and Spelling and equal performance in Total Math. In spite of the gains, the FT children in both cohorts are performing somewhat below grade level.

Summary

The majority of the FT children are performing at less than one year below grade level in comparison with MAT norms. Somewhat better performance is seen in the Cohort III second grade analyses. As is the case with certain other sponsors included in the analyses, outcome measures in addition to the ones available might have been able to demonstrate effectiveness in domains which herein go untapped.

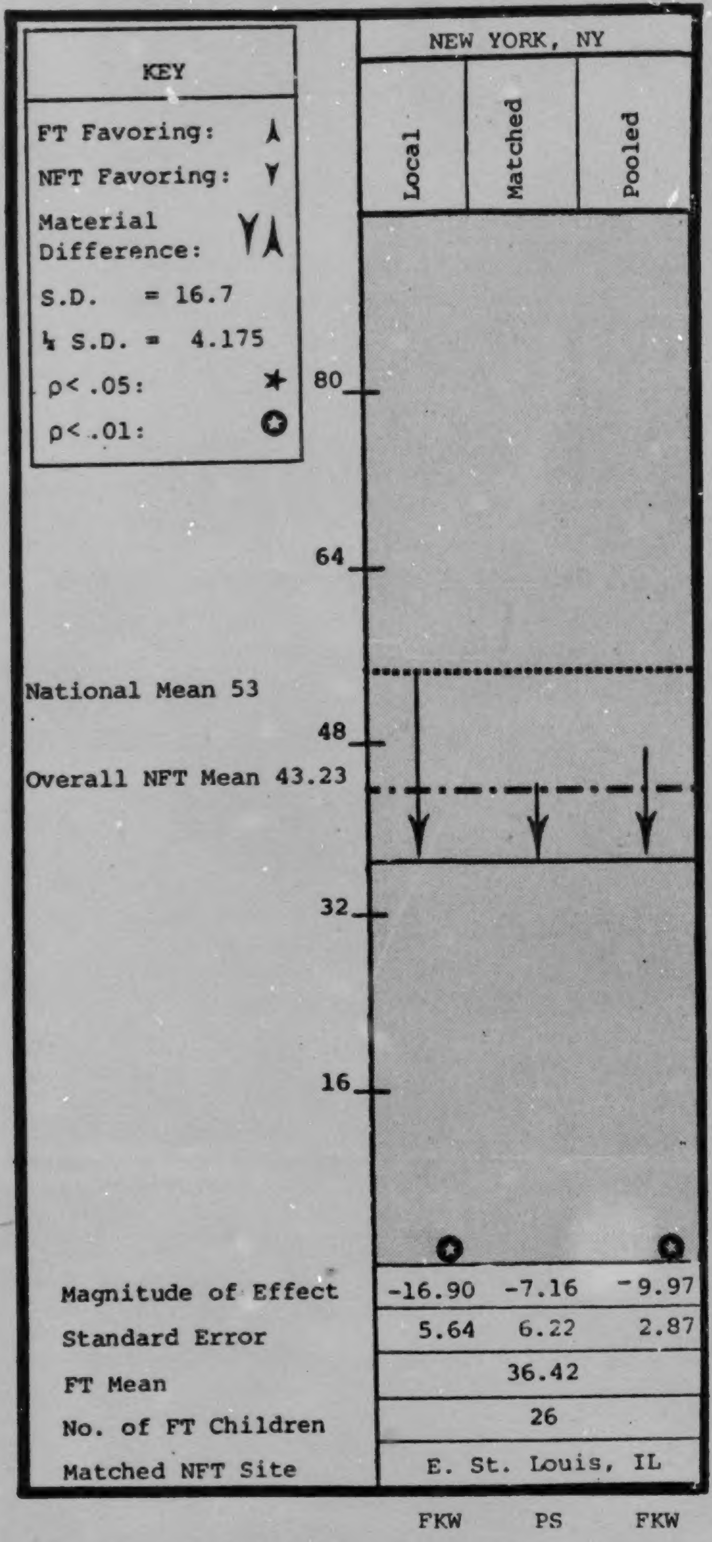
Table 17-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match			
Children in Analytic Sample									
Number	26	245	21						
Fall Kindergarten WRAT									
Mean Score	40.8	33.3	39.3	40.8	33.3		29.8	29.6	
Percent with Preschool	78	88	0	78	88		81	49	9
Number Responding	50	163	5						
Children's Ethnicity									
Percent Black	96	78	100	96	78		70	57	11
Percent White	0	0	0	0	0		19	34	87
Percent Other	4	22	0	4	22		11	10	2
Family Income in Median Dollars	4875	5250	3500	4875	5250		4733	5964	9590
Number Responding	22	92	5						
Mother's Education									
Percent High School Graduates	32	57	20	32	57		46	46	51
Number Responding	22	91	5						
Female Heads of Household									
Percent	62	41	80	62	41		42	34	9
Teachers									
Number	2	22	2						
Teacher Education									
Percent B.A. or Less	0	9	0	0	9		34	45	
Percent More than B.A.	0	36	50	0	36		42	34	
Percent More than M.A.	100	54	50	100	54		24	21	
Teaching Experience									
Total Years	2.5	9.0	11.0	2.5	9.0		8.3	10.9	
BEST MATCH SITE	E. St. Louis, IL								

Table 17-2

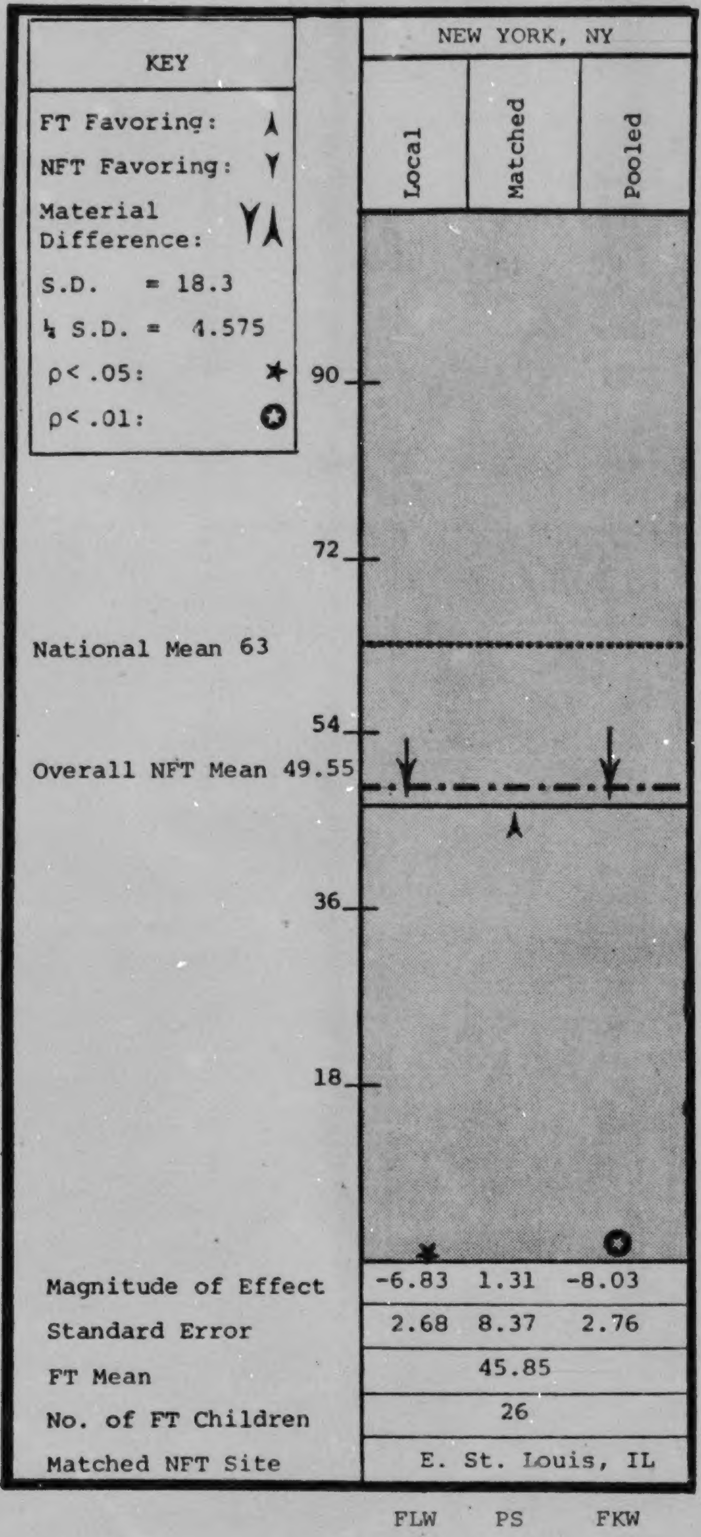
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON MAT TOTAL READING FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



	Local	Matched	Pooled
Magnitude of Effect	-16.90	-7.16	-9.97
Standard Error	5.64	6.22	2.87
FT Mean	36.42		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

Table 17-3

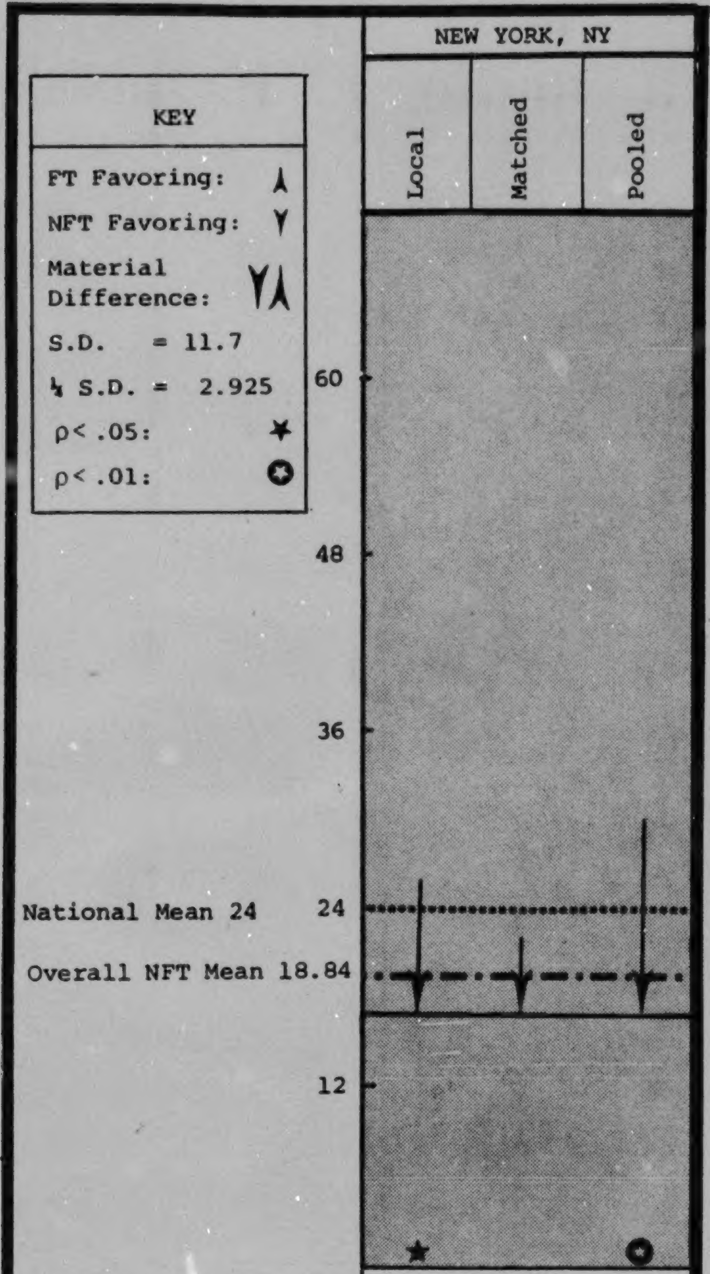
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



	Local	Matched	Pooled
Magnitude of Effect	-6.83	1.31	-8.03
Standard Error	2.68	8.37	2.76
FT Mean	45.85		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		

Table 17-4

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL

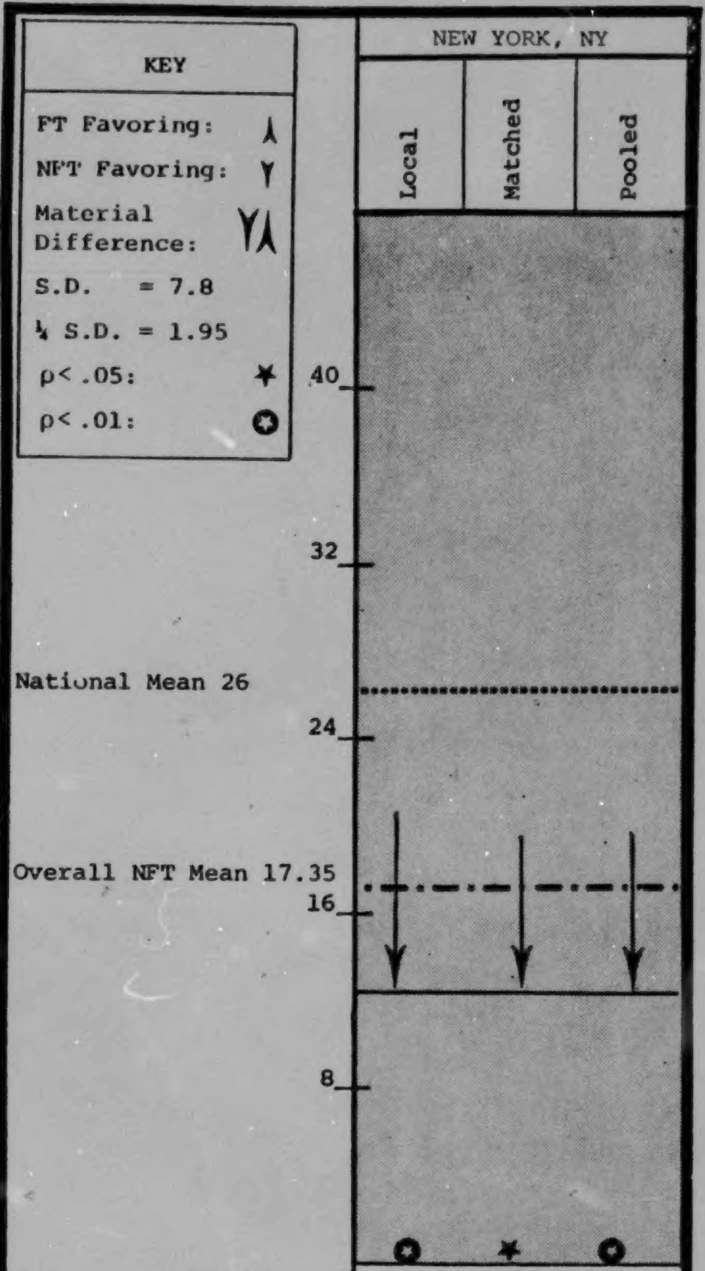


	Local	Matched	Pooled
Magnitude of Effect	-9.80	-5.17	-13.01
Standard Error	3.80	4.72	1.73
FT Mean	16.62		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

A-368

Table 17-5

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON MAT LANGUAGE FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL

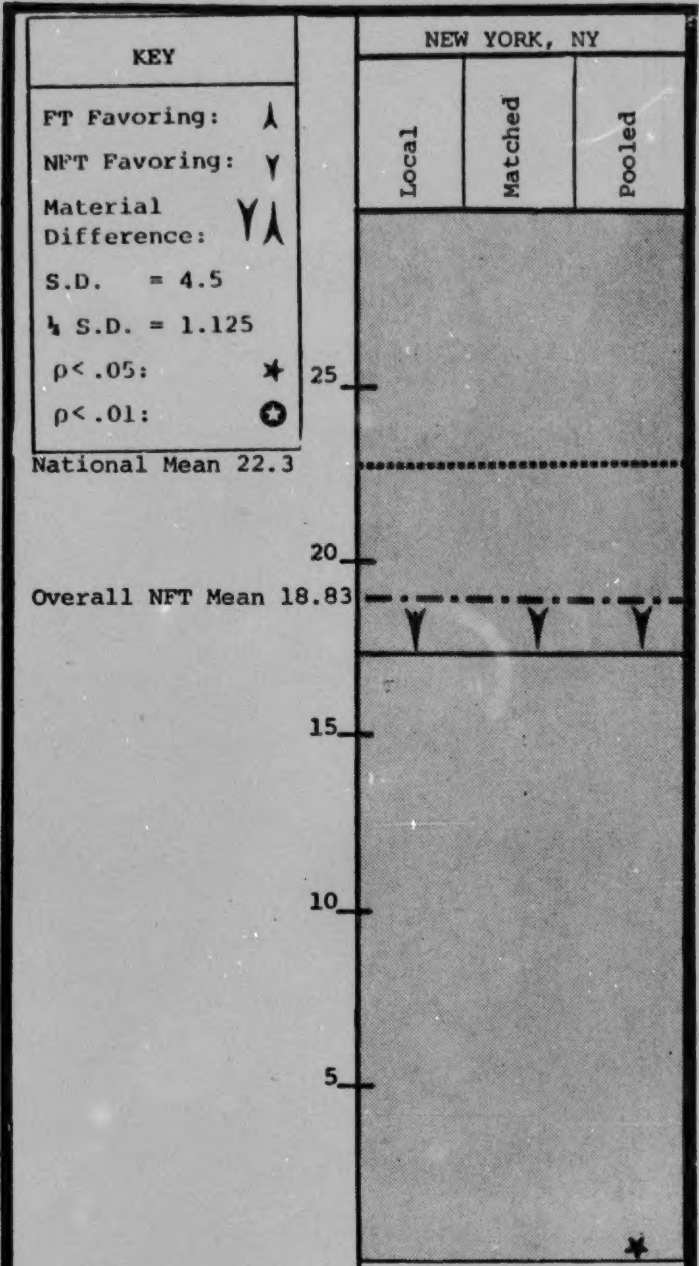


	Local	Matched	Pooled
Magnitude of Effect	-8.09	-7.09	-7.07
Standard Error	2.52	3.09	1.34
FT Mean	12.27		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		

FKW PS FKW

Table 17-6

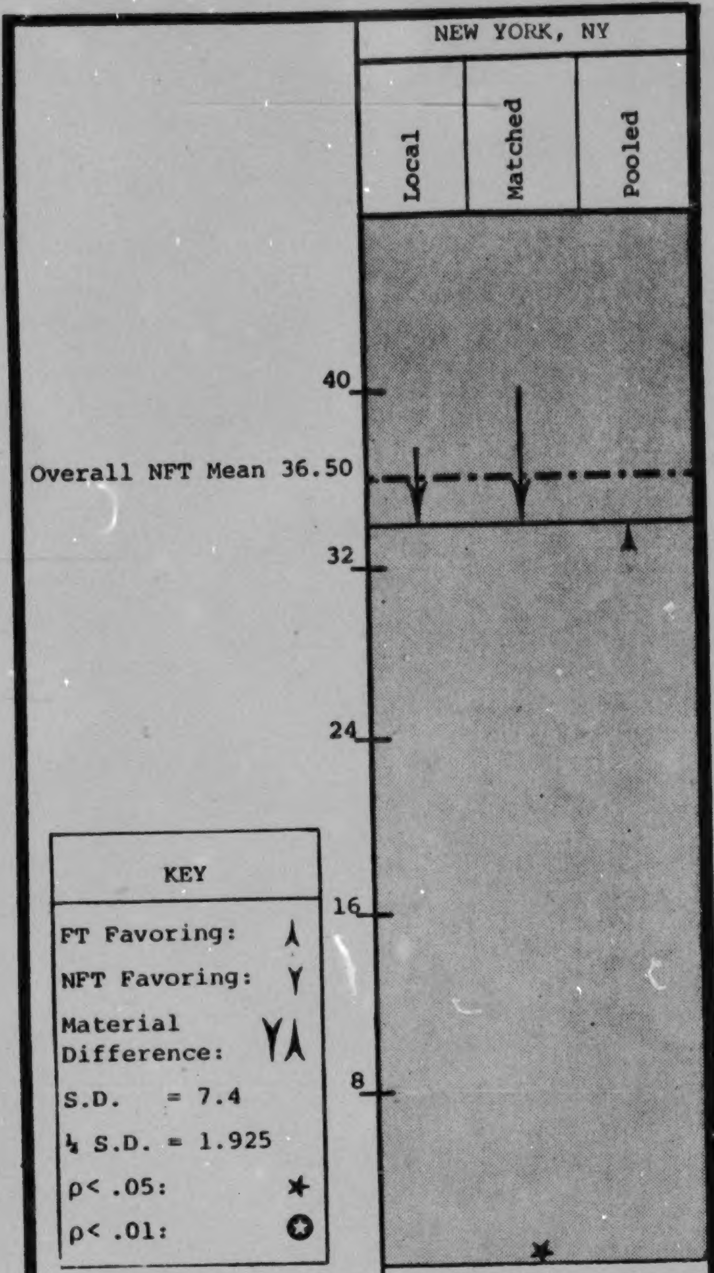
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



	Local	Matched	Pooled
Magnitude of Effect	-1.16	-1.44	-1.94
Standard Error	1.49	1.85	.81
FT Mean	17.46		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

Table 17-7

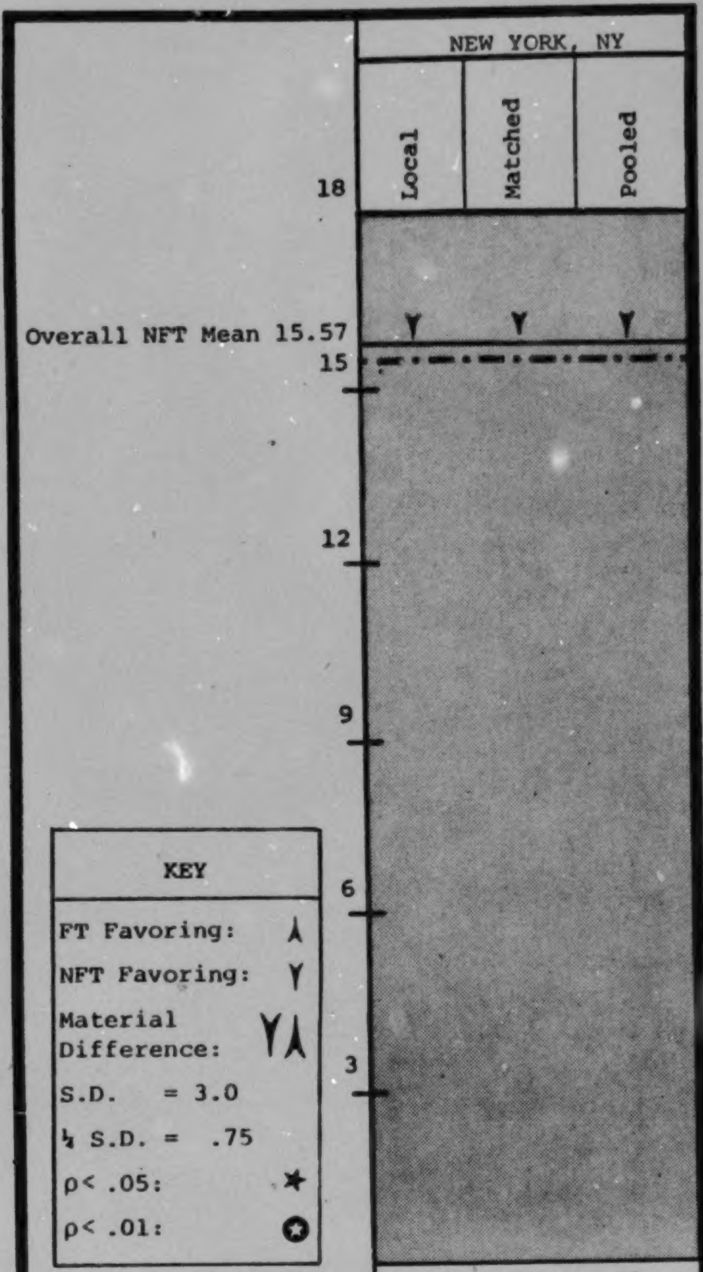
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



	Local	Matched	Pooled
Magnitude of Effect	-3.45	-6.30	.97
Standard Error	2.49	2.77	1.43
FT Mean	34.04		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

Table 17-8

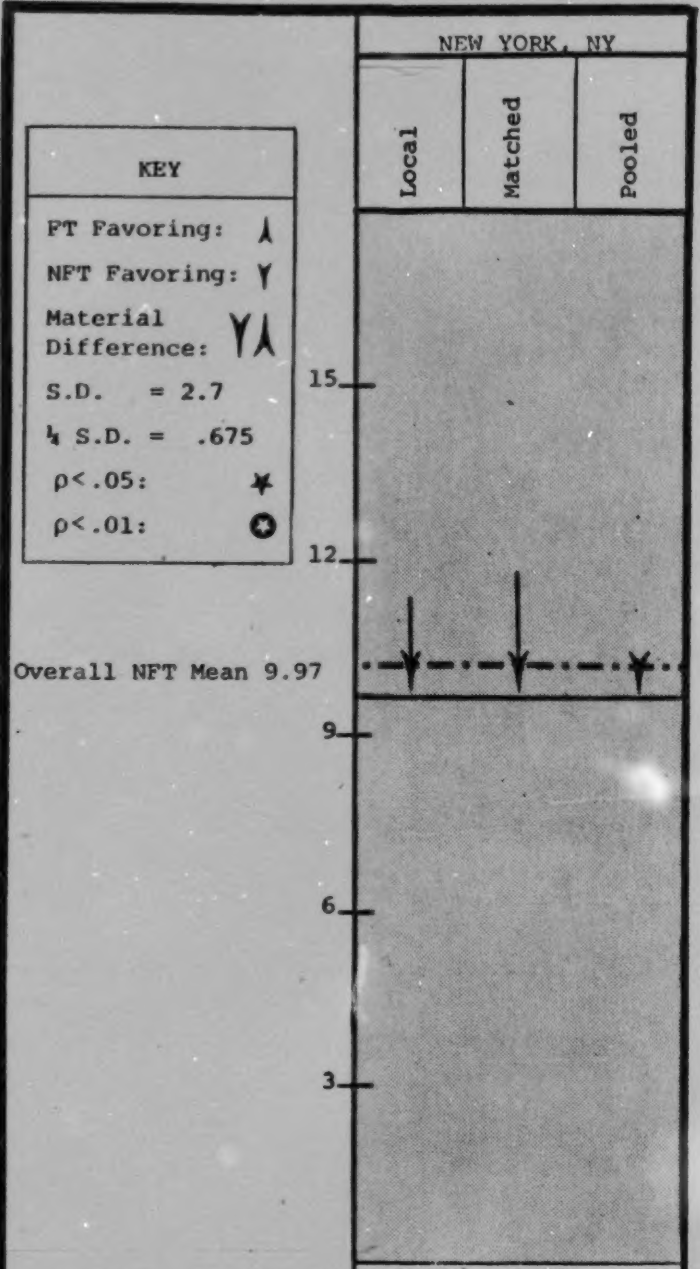
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



	Local	Matched	Pooled
Magnitude of Effect	-.62	-.20	-.11
Standard Error	1.03	1.59	.75
FT Mean	15.77		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

Table 17-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (-) FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



	Local	Matched	Pooled
Magnitude of Effect	-1.63	-1.87	-.72
Standard Error	1.03	1.28	.62
FT Mean	9.58		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		

Table 17-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL

	MAT Norm Population	NEW YORK, NY			SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT		FT	NFT
			Local	Best Match		Local	Best Match		
Total Reading									
Spring Third Grade Median	61	50.5	59.7	55.0	50.5	59.7		52.4	56.0
Percentile of Median	50	18.0	44.8	30.0	18.0	44.8		22.8	34.0
Grade Equivalent	3.5	2.5	3.4	2.9	2.5	3.4		2.6	3.0
Percent 1 Year or More Below Grade Level	20	50.0	24.9	33.3					
Total Mathematics									
Spring Third Grade Median	70.5	63.0	67.1	61.0	63.0	67.1		57.7	59.3
Percentile of Median	50	26.0	38.2	20.0	26.0	38.2		13.4	16.6
Grade Equivalent	3.75	3.2	3.5	3.0	3.2	3.5		2.8	2.9
Percent 1 Year or More Below Grade Level	12	30.8	19.2	38.1					
Spelling									
Spring Third Grade Median	64	56.5	66.4	58.2	56.5	66.4		56.4	60.0
Percentile of Median	50	28.0	58.8	32.8	28.0	58.8		27.6	38.0
Grade Equivalent	3.6	2.8	3.9	3.0	2.8	3.9		2.8	3.1
Percent 1 Year or More Below Grade Level	22	42.3	19.6	19.0					
BEST MATCH SITE		E. St. Louis, IL							

Table 17-11

BACKGROUND VARIABLES AND OUTCOME MEASURES FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY		
	FT	NFT	
		Local	Best Match
Preschool Information			
Number	25	245	21
Percent 4+ Months	76	50	
Percent None	20	08	24
Percent 1-3 Months		09	
Percent No Information	04	33	76
Fall Kindergarten WRAT			
Preschool Mean	42.1	37.3	
No Preschool Mean	32.6	25.4	39.8
*Other Mean**	50.0	29.9	39.1
Income			
Preschool Mean	4583	5574	
No Preschool Mean	7750	5028	4300
*Other Mean**		5385	
MAT Total Reading			
Preschool Mean	35.8	15.3	
No Preschool Mean	35.0	48.7	44.4
*Other Mean**	57.0	46.4	44.6
MAT Total Math			
Preschool Mean	45.4	63.2	
No Preschool Mean	43.0	57.8	54.0
*Other Mean**	70.0	54.3	44.7
BEST MATCH SITE	E. St. Louis, IL		

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 17-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL

KEY

FT Favoring: ↑

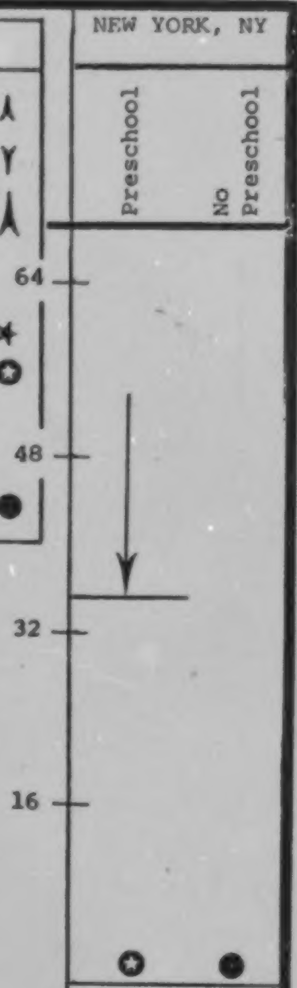
NFT Favoring: ↓

Material Difference: ↓↑

S.D. = 16.7
¼ S.D. = 4.18

ρ< .05: ✶
ρ< .01: ✪

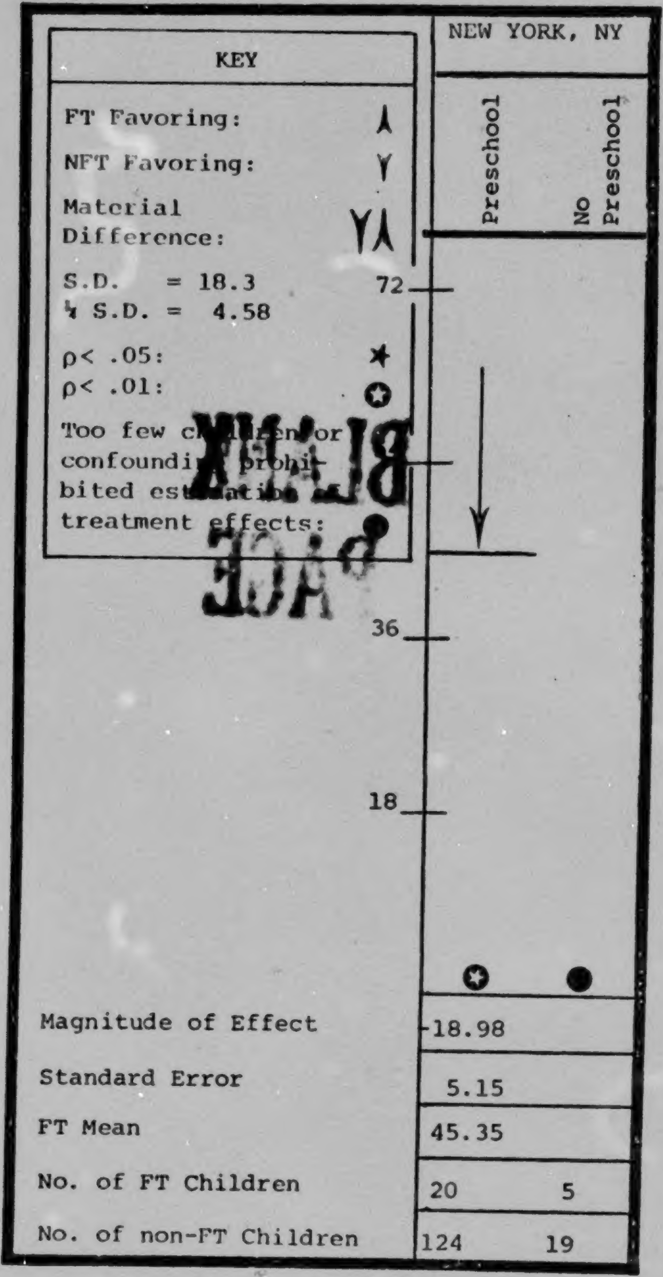
Too few children or confounding prohibited estimation of treatment effects: ●



	Preschool	No Preschool
	✪	●
Magnitude of Effect	-18.98	
Standard Error	4.02	
FT Mean	35.75	
No. of FT Children	20	5
No. of non-FT Children	124	19

Table 17-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



KEY

FT Favoring:	⅄
NFT Favoring:	Y
Material Difference:	Y⅄
S.D. = 18.3 ¼ S.D. = 4.58	
ρ< .05:	✱
ρ< .01:	✪
Too few children or confounding prohibited estimation of treatment effects:	●

	NEW YORK, NY Preschool	NEW YORK, NY No Preschool
Magnitude of Effect	-18.98	
Standard Error	5.15	
FT Mean	45.35	
No. of FT Children	20	5
No. of non-FT Children	124	19

CHAPTER EIGHTEEN

CALIFORNIA PROCESS MODEL

California State Department of Education
Division of Compensatory Education

Overview

The major goal of the California Process Model is for children to achieve academic performance at grade level. The model focuses on three tactics to accomplish this objective: to base instruction on individually diagnosed needs, to encourage home involvement in education and to adapt curriculum to the local community.

The analyses are conducted in four California cities, two of which contain an almost all Black sample and two of which contain predominantly students whose first language is Spanish. Figure 18-1 summarizes the results in these sites with FT-favoring (+) and NFT-favoirng (-) effects. Certain analyses have been "greyed" indicating that there are differences of five or more points between the FT and NFT groups on the pretest (FKW) and/or 50 or more percent with preschool experience (PS). The potential problems associated with these FT/NFT differences are discussed in Chapter Four. The "greyed" effects are therefore presented but not discussed.

California Process students, across sites, make the best showing in self-esteem as measured by the Coopersmith. The most successful site is Ravenswood, where there are FT-favoring effects in almost every academic and affective test and subtest compared with one or more NFT groups. In Los Angeles there is an FT-favoring effect in Reading. In the Spanish communities, California Process students continue to show a language disadvantage and score poorly in Reading and Math in comparison with MAT norms (see Figure 18-2). With the exception of Ravenswood, the FT children in the California Process sites are performing one or more years below grade level.

Description of the Model

The California Process Model operates in two rural and four urban sites. This sponsor's fundamental philosophy is that education should be

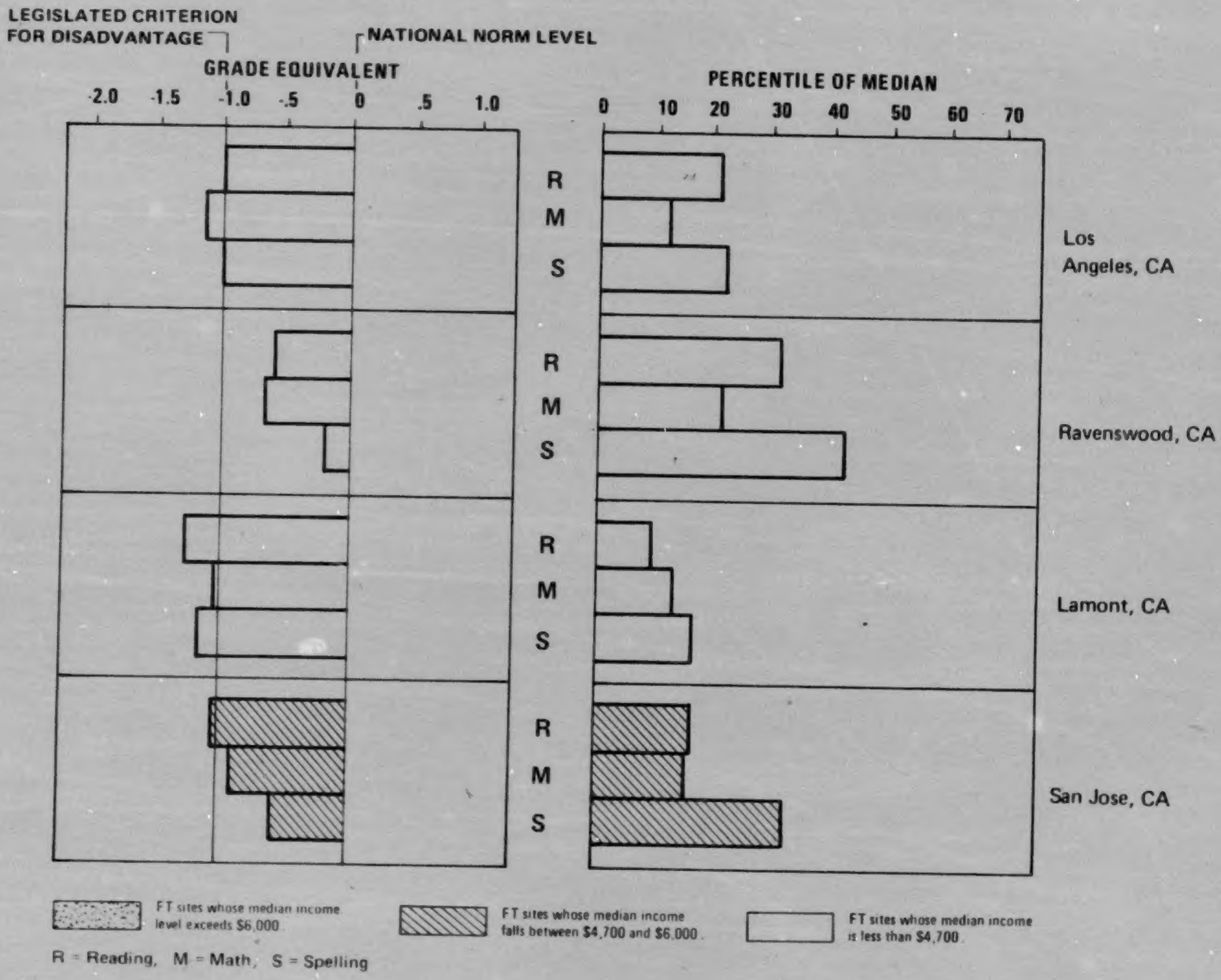
Figure 18-1

SUMMARY OF EFFECTS FOR CALIFORNIA PROCESS MODEL

	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Total Reading		-	+		+					-		-
Total Math					+	+				-		-
Spelling		-	-		+	-	-			-		
Language		-					-			-	-	
Raven's	+		+		+							-
Coopersmith			+		+	+						+
IARS (+)												-
IARS (-)		-				+						
Word Knowledge		-	+		+	+				-		-
Reading			+		+					-		-
Math Concepts										-		-
Math Computations				+	+	+		+		-		
Math Problem Solving					+					-		-
Language Part A			+						+	-		-
Language Part B		-					-		-	-	-	-

adapted to individually diagnosed needs of students and to cultural/community populations. Thus, the California Process Model is designed to supplement rather than modify existing elementary school programs in local communities. Essentially a diagnostic/prescriptive instructional model, the California Process Program also includes strong emphasis on the home-school-community partnership as necessary to the intellectual, social, and physical development of the child. The model is operationalized through local development teams which are comprised of parents, teachers, paraprofessionals, administrators, sponsor representatives, and representatives of other segments of the community. They develop the objective, methodologies, and materials to be used in their school district. These teams first analyze the needs of the children in their community, using standardized tests or adapting diagnostic tools to suit more adequately the local

Figure 18-2
Grade Level Equivalents and Standardized Scores on MAT Subtests (Reading, Math, and Spelling) with Income Levels for COHORT II Sites in CALIFORNIA PROCESS MODEL



population. The teams next identify learning and behavioral objectives and finally prescribe appropriate field-developed curriculum materials for individualized study. The goal of the California Process Model is for the Follow Through students to achieve the normal range and distribution of scores on standardized tests by the completion of third grade.

California Process teachers are encouraged to develop highly individualized teaching techniques. Individual diagnosis and prescription is the primary instructional methodology, and teachers are encouraged to arrange classrooms to accommodate individual and small-group instruction, including learning centers to provide activities for children at varying levels of ability. Although the sponsor does not insist upon particular curriculum materials, checklists of appropriate materials are available. While the sponsor has developed special materials to serve various minority populations (e.g., Black, Mexican American, Quechan Indians and urban and rural communities), the majority of the curriculum is developed by the local team and may be used as either the main course of study or as a curriculum supplement.

Parents and other community members are actively encouraged to become involved in planning, implementing, and evaluating the children's learning program. Through both home visits and small- and large-group meetings, parents are encouraged to learn more about classroom activities so that they can meet the needs of their children in daily activities in the home. Although many activities for parents center around production of materials for the classroom, others focus on opening communication between the program and the community, assisting parents personally through such means as organizing car pools, and providing opportunities to exhibit their own craft and hobby work.

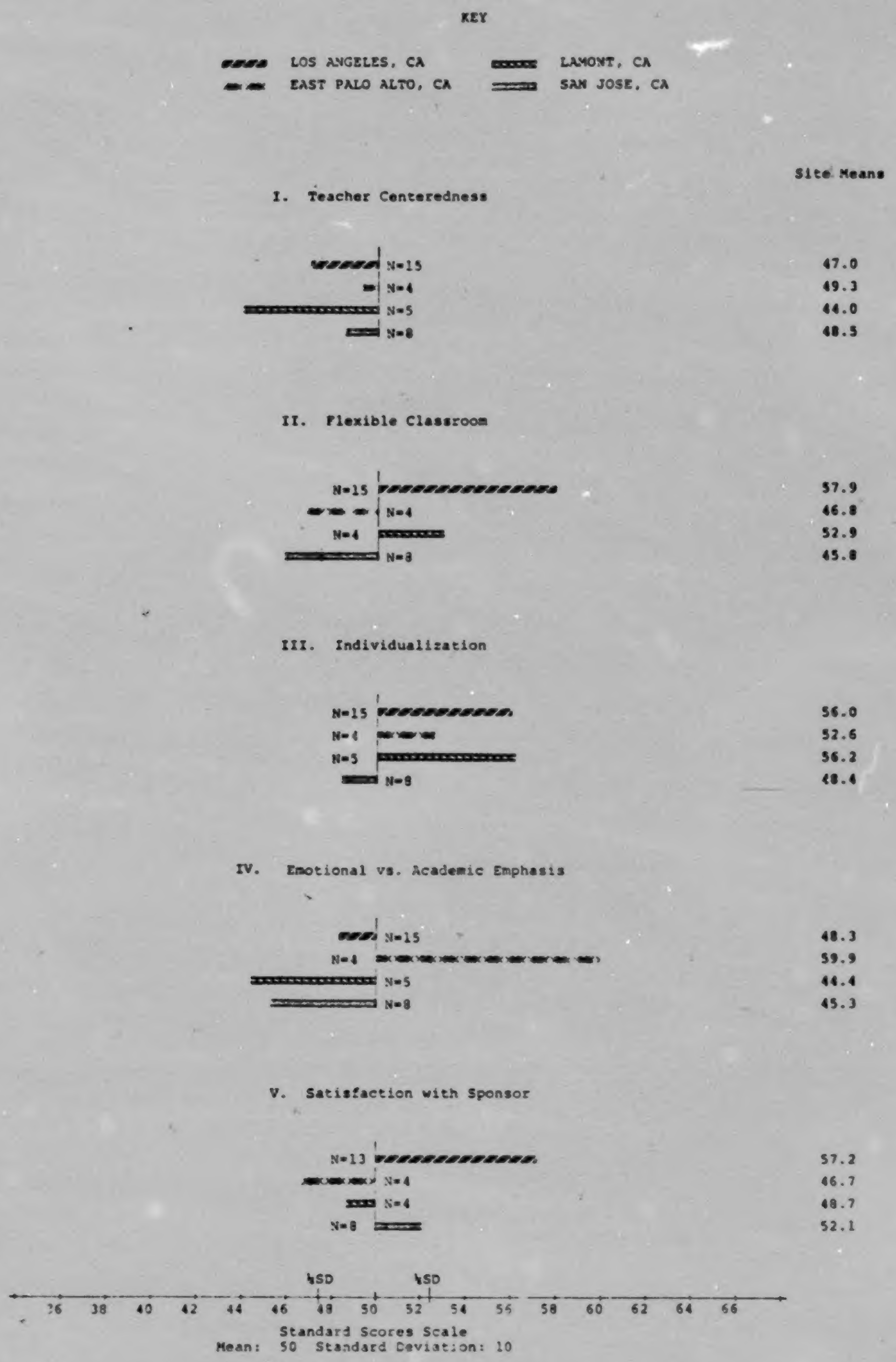
Description of the Learning Environment

As Figure 18-3 shows, the California Process model is sampled in four sites. There appears to be considerable variation across sites in type of classroom learning environment. However, given that this sponsor does not define a learning environment beyond encouraging individualization of instruction, this variability is not surprising. Los Angeles and Lamont appear to have comparatively unstructured classrooms, while Ravenswood and San Jose appear to be comparatively structured (i.e. notably less flexible). With the exception of San Jose, sites are above average in degree of individualization. With the exception of Ravenswood, sites are below average in academic emphasis. There is considerable variability across California Process sites in degree of teacher satisfaction with the sponsor. Los Angeles is the most satisfied. Ravenswood is the least satisfied and most unique in its general approach.

As Figure 18-4 shows, there is also considerable variation across sites. Again, since this sponsor does not define parental participation beyond encouraging a "school-community" partnership, this variability is not surprising. The optimal parent factors (I and II) indicate below

Figure 18-3

DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR CALIFORNIA PROCESS MODEL



average parent-child interaction in Lamont and San Jose and an above average perception of school receptivity in Los Angeles and San Jose. The basic parent involvement factors (III-V) indicate that all sites except Lamont are participating in ways which are consistent with parent goals in the model. Parent satisfaction (VI-IX) is above average in Los Angeles and San Jose, and below average in Lamont. The parents also indicate very different estimates of their control over their environment; parents in Los Angeles and Ravenswood are positive and parents in Lamont and San Jose are negative. In general Los Angeles and San Jose appear to have the highest levels of parental involvement and parent satisfaction. Lamont parents, however, appear more isolated and much less involved.

Characteristics of the Sample

The California Process model is implemented in four sites located in California which are quite heterogeneous in terms of most entry characteristics (see Table 18-1). Two of the sites, Los Angeles and Ravenswood, serve largely Black populations. About half of these children have mothers who graduated from high school. The other two sites, Lamont and San Jose, contain large Spanish-speaking populations. Fewer than one-fifth of these children have mothers who have completed high school. In all sites except Los Angeles there is a large NFT-favoring difference on income. FT children in the California Process program tend to be poorer than the average FT child in the Follow Through experiment, while local NFT children tend to be more affluent than average. Finally pretest differences are relatively small and favor FT in Los Angeles and Ravenswood, while in Lamont and San Jose, NFT children have a large advantage at entry.

Effects on Children

Tables which deal with the following topics are included and discussed in this section:

- effects on the MAT subtests (reading, math, spelling and language), (Tables 18-2 through 18-5);
- the Raven's Coloured Progressive Matrices, Coopersmith Self-Esteem Inventory, IARS (+) and IARS (-), (Tables 18-6 through 18-9);

Figure 18-4
DESCRIPTION OF LEARNING ENVIRONMENT FROM TEACHER QUESTIONNAIRE CLUSTERS FOR CALIFORNIA PROCESS MODEL

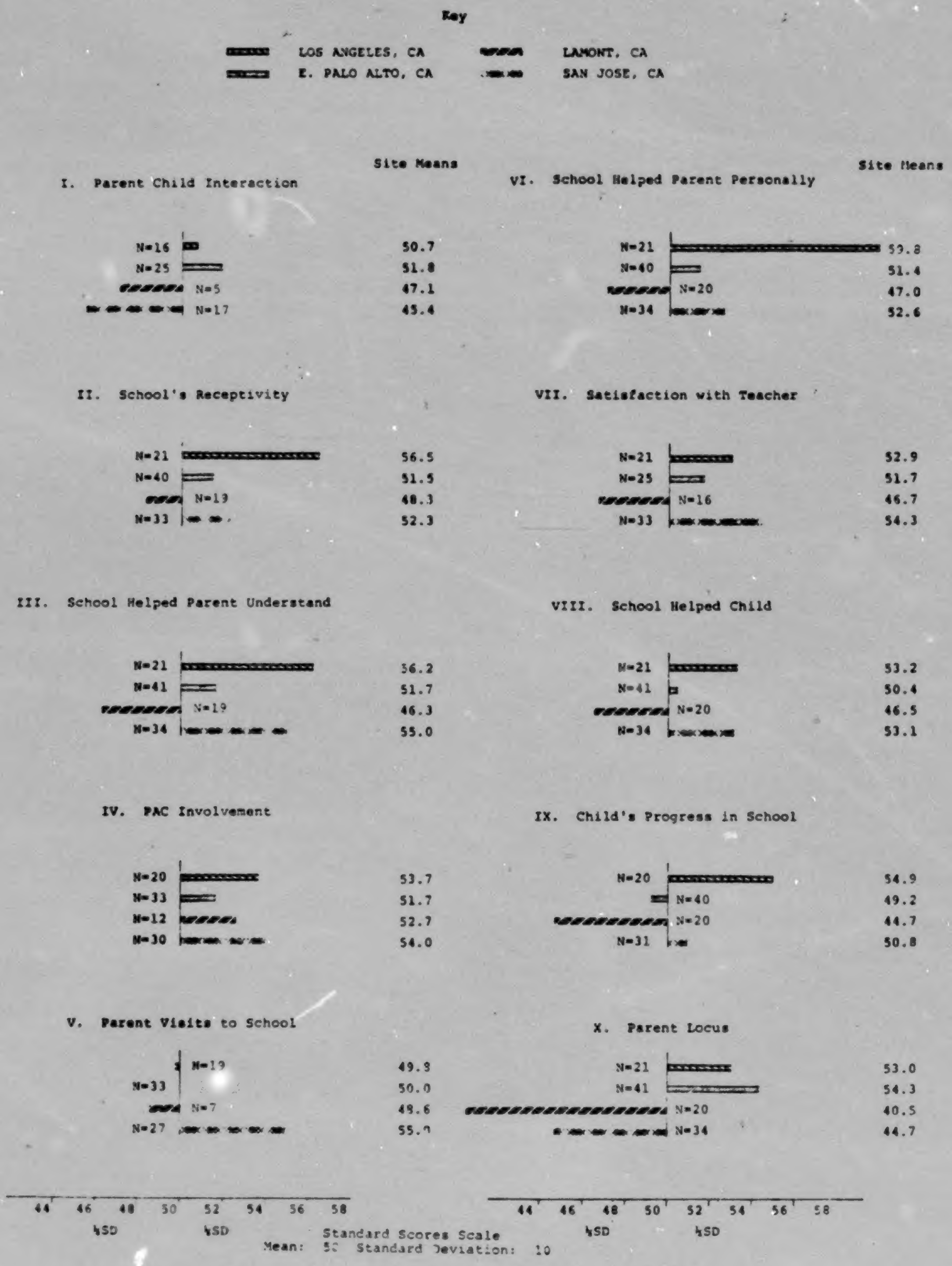


Table 18-1

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL

	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, PA			SAN JOSE, CA			SPONSOR'S SITES (means)			ALL SITES (means)		U.S. POPULATION
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match			
Children in Analytic Sample																		
Number	98	66	69	74	16	66	27	24	78	42	13	78						
Fall Kindergarten WRAT																		
Mean Score	32.2	28.3	30.2	30.0	26.3	28.3	22.1	30.4	25.2	27.2	38.9	25.2	27.9	31.0		29.8	29.6	
Percent with Preschool	88	68	42	86	69	68	70	23	41	95	27	41	85	47		81	49	9
Number Responding	89	40	38	64	16	40	27	22	46	38	15	46						
Children's Ethnicity																		
Percent Black	99	92	90	100	89	92	0	0	55	10	0	55	52	45		70	57	11
Percent White	0	0	10	0	11	0	15	54	4	5	57	4	5	30		19	34	87
Percent Other	1	8	0	0	0	8	85	46	41	86	43	41	43	24		11	10	2
Family Income in Median Dollars	4375	4813	3375	3750	6500	4813	3500	6750	3850	4750	7000	3850	4094	6266		4733	5964	9590
Number Responding	46	35	36	48	16	35	27	22	46	26	13	46						
Mother's Education																		
Percent High School Graduates	61	43	40	53	67	43	12	15	15	17	36	15	36	40		46	46	51
Number Responding	46	35	35	45	15	35	26	20	41	24	14	41						
Female Heads of Household																		
Percent	45	46	50	43	35	46	15	9	37	12	29	37	29	30		42	34	9
Teachers																		
Number	15	8	20	4	5	8	5	4	8	8	5	8						
Teacher Education																		
Percent B.A. or Less	40	12	61	25	60	12	80	50	62	75	80	62	55	50		34	45	
Percent More than B.A.	60	62	28	75	40	62	0	50	0	12	20	0	37	43		42	34	
Percent More than M.A.	0	25	11	0	0	25	20	0	38	12	0	38	8	6		24	21	
Teaching Experience																		
Total Years	9.2	11.2	6.4	7.0	14.2	11.2	6.6	18.0	7.0	6.9	6.6	7.0	7.4	12.5		8.3	10.9	
BEST MATCH SITE	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX								

Certain other data, also discussed in this section, are depicted on tables located in Volume III-B: Appendices:

- effects on the MAT partial subtests (Tables A 18-6 through A18-12);
- attrition (Table A 18-12);
- ethnic distribution (Table A 18-16);

Additional charts containing information which amplifies material presented in this section are as follows:

- standardizes scores for pretest achievement and income for Cohort II (Figure A 18-1);
- standardized scores for pretest achievement and posttest reading for Cohort II (Figure A 18-2);
- means and standard deviations for the covariates for Cohort II (Tables A 18-14);
- means and standard deviations for the outcome means for Cohort II (Tables A 18-15)

Los Angeles, CA

The FT and local NFT groups are not particularly representative of this sponsor in terms of ethnic composition, since both FT and NFT are almost entirely Black, while the sponsor overall shows substantial percentages of Whites and others, particularly the overall sponsor NFT group. The FT sample in Los Angeles is typical of this sponsor on entry level WRAT and income. The local NFT is also sponsor-typical on entry level, but lower than sponsor average on income. The FT and local NFT are well matched on entry level, ethnic composition, and income. The best matched site is Richmond, VA, which closely matches FT on entry level and ethnic composition, but has a lower income level and a substantially lower percentage of children with preschool experience.

The FT/matched NFT comparison has been greyed; discussed here are NFT comparisons for the FT/local and FT/pooled groups. The third grade posttest battery shows differences favoring the pooled NFT group on Spelling, but was outperformed by FT on Total Reading. The FT group outperforms both local and pooled NFT groups on the Raven's. On the affective measures, FT children also outperformed the pooled NFT on the Coopersmith.

When compared with the MAT norm population, both FT and local NFT perform about a year below grade level on the Total Reading, Total Math, and Spelling tests. Over half of the children in both groups score one or more years below grade level on each of these tests. The matched NFT performance is about one-half year below grade level on Total Reading and Spelling, and about a year below on Total Math.

The small group of children with no preschool precludes serious analysis of this dimension.

Ravenswood, CA

The FT and local NFT groups at this site are fairly typical of this sponsor in terms of entry level WRAT score and ethnic composition. The two groups resemble each other on entry level WRAT scores and ethnic composition, but show a large local NFT-favoring difference in income. The best matched site is Los Angeles, which lcosely resembles the FT group in all areas except income, where again the difference favors the NFT.

The third grade posttest battery shows the FT group outperforming the matched NFT on Total Reading, Total Math, Spelling and the Raven's. FT performance is superior to pooled NFT results on Total Math, but is surpassed by the pooled NFT in Spelling. On the affective tests, FT performance is superior to both matched and pooled NFT on the Coopersmith. FT also outperforms NFT on the IARS (-) test.

When compared with the MAT norm population, both FT and local NFT groups perform more than one-half year below grade level on Total Reading and Total Math tests, and at or near grade level in Spelling. In general, about 40 percent of each group is a year or more below grade level on each of these tests. The best matched NFT group performance is poorer, being a year below grade level on each test, with over half of the children performing one or more years below grade level.

Results for students with and without preschool did not differ from the picture already presented in any significant respect.

Lamont, CA

FT and local NFT groups at this site are typical of this sponsor in income and entry level WRAT scores, but are of disparate ethnic composition due to the absence of Blacks from either group. The two groups show NFT-composition. FT is predominately Mexican American with few Whites, while the NFT group is split betweeen Mexican Americans and Whites. Furthermore, a substantially higher percentage of FT children had preschool experience. The best matched site is Houston, TX, whose NFT group is a close match on entry level and income, but whose ethnic composition is divergent from the FT group.

The FT/local and FT/pooled NFT comparisons have been greyed; null effects are demonstrated on the FT/matched NFT comparison.

When compared with the MAT norm population, the FT group performs about a year below grade level on the Total Reading, Total Math, and Spelling tests. The same pattern is observed for the matched NFT; 50 to 70 percent of each group is a year or more below grade level on each of the three tests. Local NFT performance is somewhat better, being at or near grade level in Total Reading, and over one-half year below on the Total Math and Spelling tests.

A small sample size precluded study of preschool effects at this site.

San Jose, CA

The FT and local NFT groups are fairly typical of this sponsor with respect to entry level, but are somewhat high with respect to income. The large percentage of Mexican Americans ("other" ethnicity) resembles the situation in Lamont and makes the ethnic composition of these groups different from the sponsor overall. The FT and local NFT groups are not well matched, the NFT group showing higher entry level WRAT scores, higher income, and considerably less preschool experience. The best matched site is Houston, TX, as was the case with Lamont. Houston provides a close match on entry level, has lower income and a substantially higher percentage of Blacks than the FT group, and has less than half the percentage of children with preschool experience.

The FT/local NFT comparison has been greyed; discussed here are the FT matched and FT/pooled NFT comparisons. Performance on the third grade post tests showed the matched NFT outperforming the FT in Language, while the pooled NFT ourperforms the FT group in Total Reading, Total Math and the Raven's. On the affective tests, pooled NFT performance is superior to FT on the IARS (+) tests, but surpasses FT on the Coopersmith.

When compared with the MAT norm population, the FT group is about one year below grade level on Total Reading and Total Math, and about one-half year behind in Spelling. The local NFT group is at or above grade level on all three tests, while the best match is about a year below grade level on all three tests.

Preschool effects could not be studied due to small sample size.

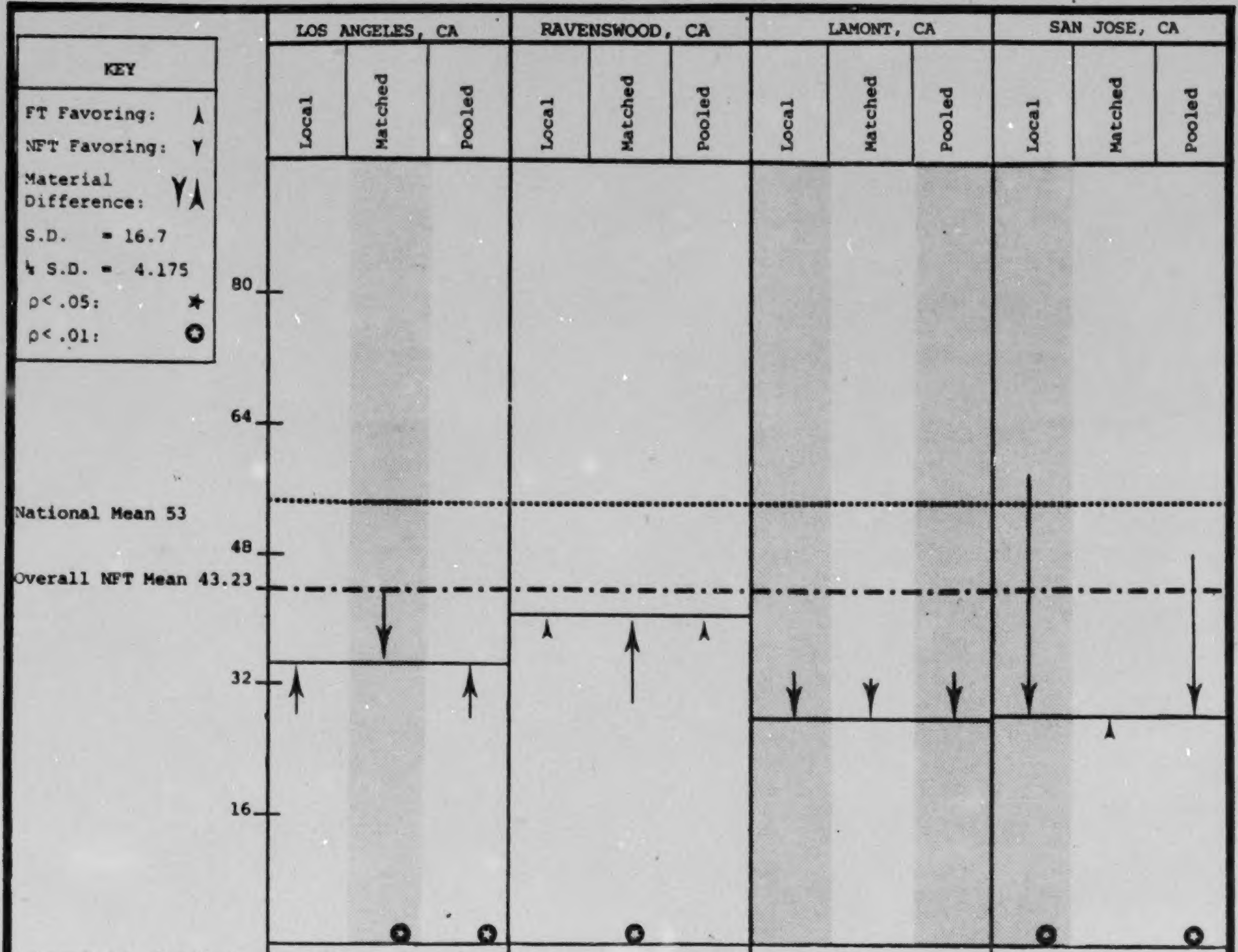
Summary

The California Process model stresses school-community partnership. The curriculum in each site originates through the joint efforts of the sponsor and the local school district. While a specific curriculum is not advocated it is expected that by the end of third grade FT children will reach the normal range and distribution of achievement as measured by standardized tests.

The effects of this sponsor as shown by basic skills, cognitive conceptual, and affective tests appear to be site specific. Ravenswood has some FT-favoring effects in basic skills measured by Spelling (except in comparison with the pooled NFT), Word Knowledge, and Math Computations. With the exception of Los Angeles, no other site has FT-favoring effects in the basic skills, while there are numerous NFT-favoring effects. Los Angeles and Ravenswood have FT-favoring effects in the cognitive-conceptual tests of the Raven's and Reading, and Ravenswood also has a similar effect in Math Problem Solving. Los Angeles, Ravenswood, and San Jose all have at least one FT-favoring effect on the affective tests. In general, Ravenswood is by far the most successful site, in all three tested areas. Both FT and NFT children in all sites except Ravenswood are performing well below the MAT norm group. Thus, the FT program as implemented in the California Process model is not as effective in Lamont, San Jose, and Los Angeles as it is in Ravenswood.

Table 18-2

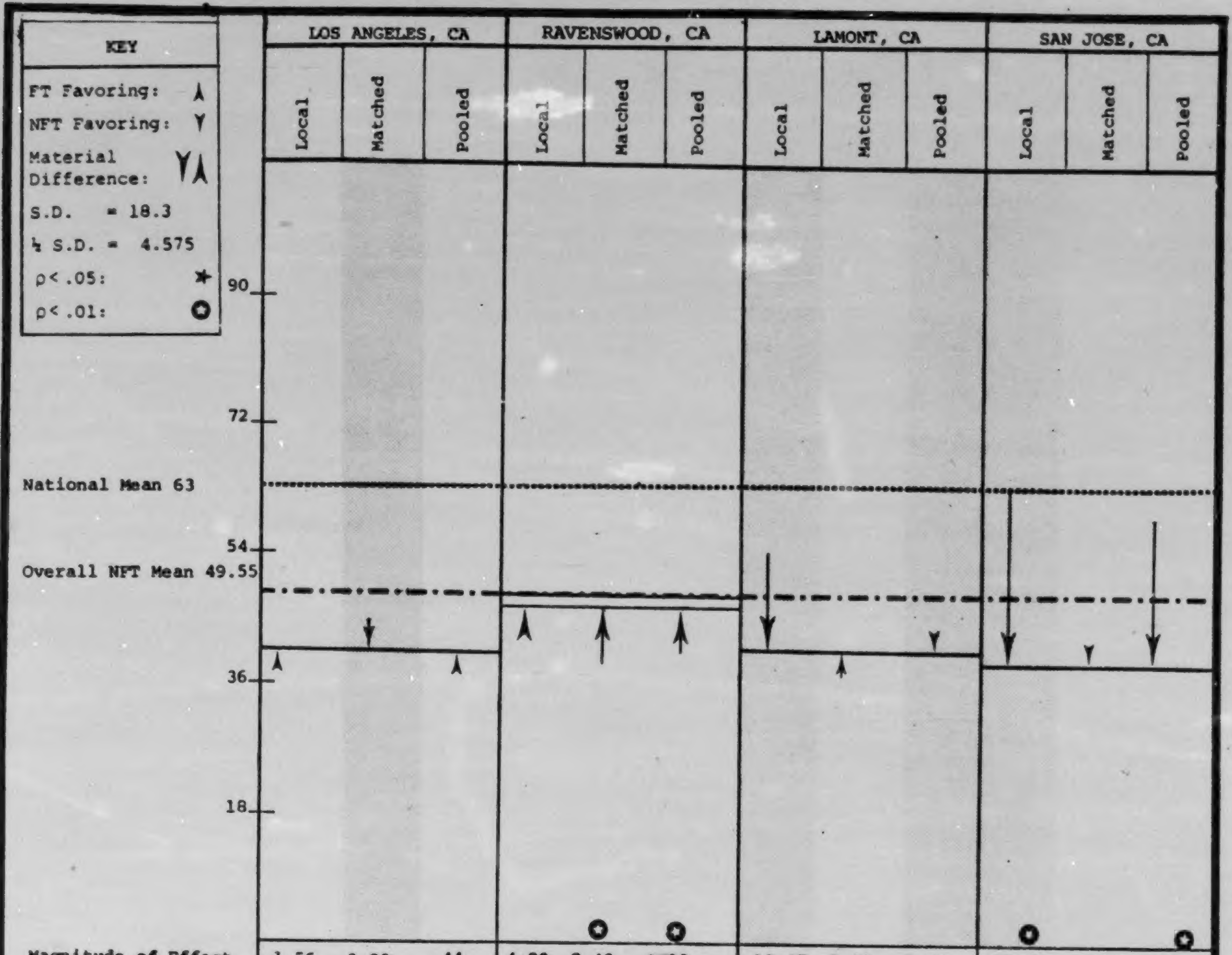
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	4.92	-8.43	5.57	.37	10.27	1.91	-5.17	-4.43	-5.71	-29.69	3.73	-22.44
Standard Error	3.62	2.59	1.41	5.19	2.28	1.74	10.00	4.96	2.94	4.96	3.75	3.02
FT Mean	34.63			39.77			28.48			28.98		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		
		PS					FKW PS		FKW	FKW		

Table 18-3

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL

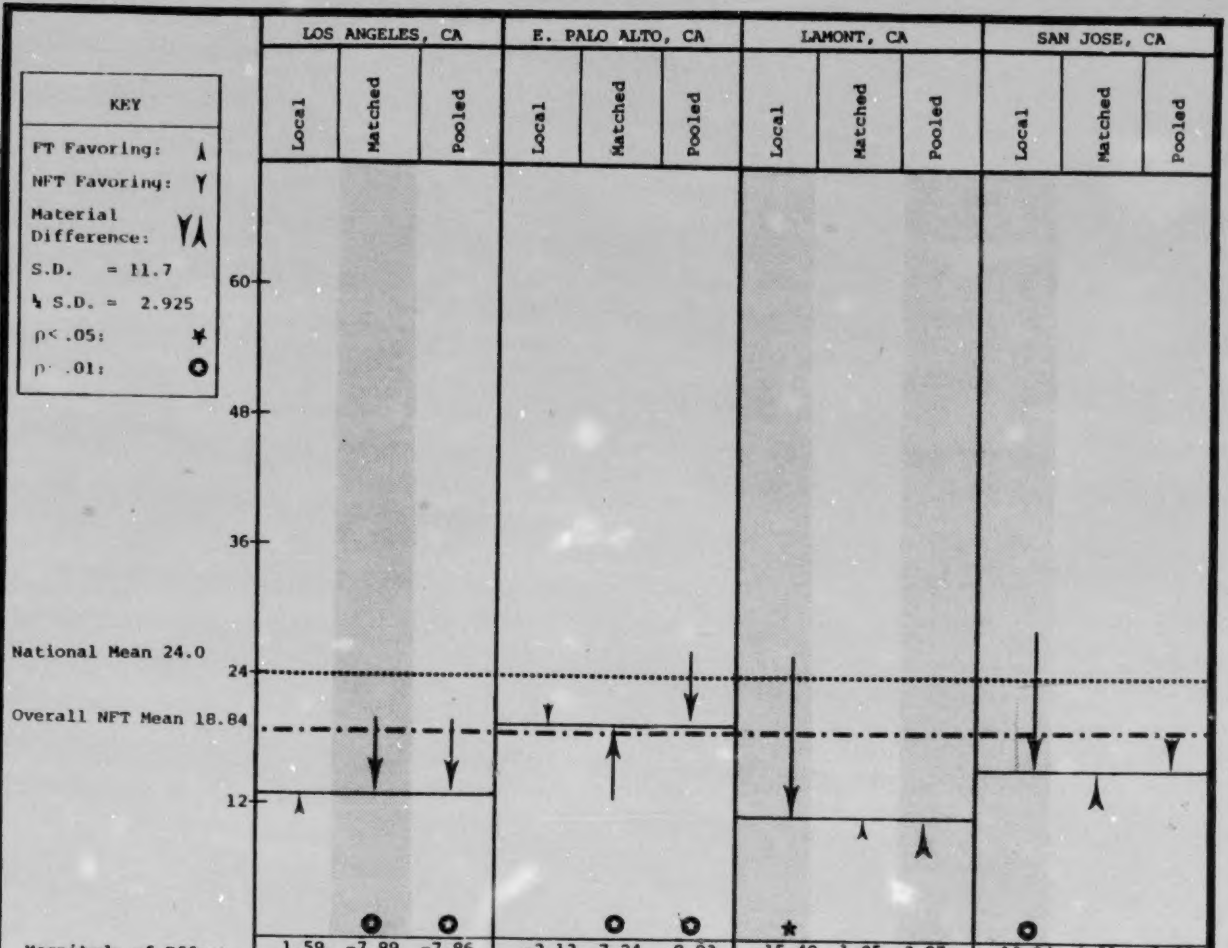


	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.56	-3.93	.44	4.80	8.48	6.90	-13.47	3.22	-1.06	-29.25	-.62	-18.40
Standard Error	3.80	2.82	1.52	5.46	2.68	2.11	10.52	5.04	2.99	5.22	3.65	3.02
FT Mean	39.98			47.43			40.81			38.17		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

PS FKW PS FKW FKW

Table 18-4

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



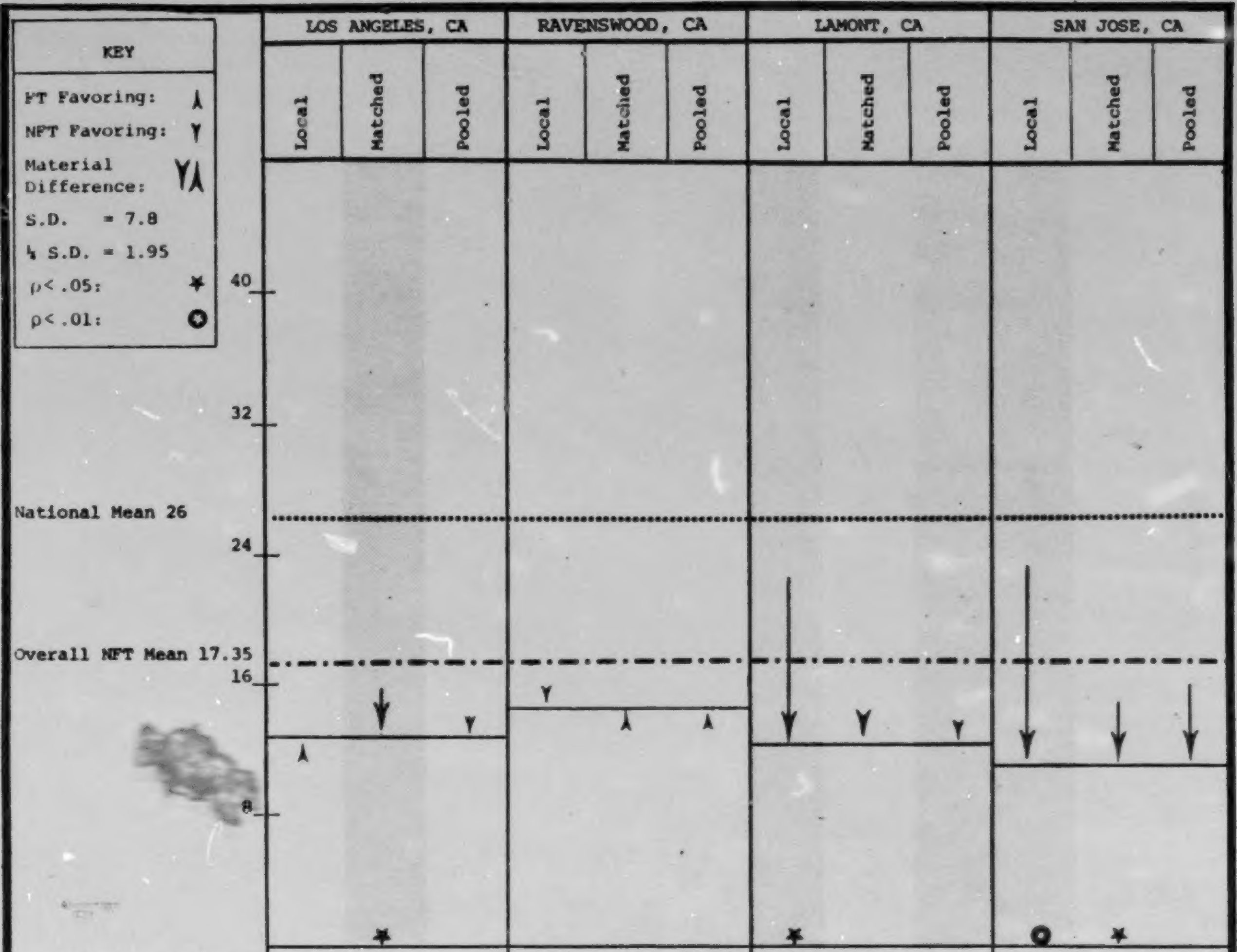
	LOS ANGELES, CA			E. PALO ALTO, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.59	-7.89	-7.86	-2.13	7.24	-8.03	-15.40	1.05	3.97	-13.94	3.21	-3.20
Standard Error	2.58	1.96	1.02	3.71	1.94	1.35	7.16	3.36	2.30	3.54	2.30	2.19
FT Mean	12.75			19.82			9.93			15.09		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

PS FKW FKW FKW

PS

Table 18-5

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL

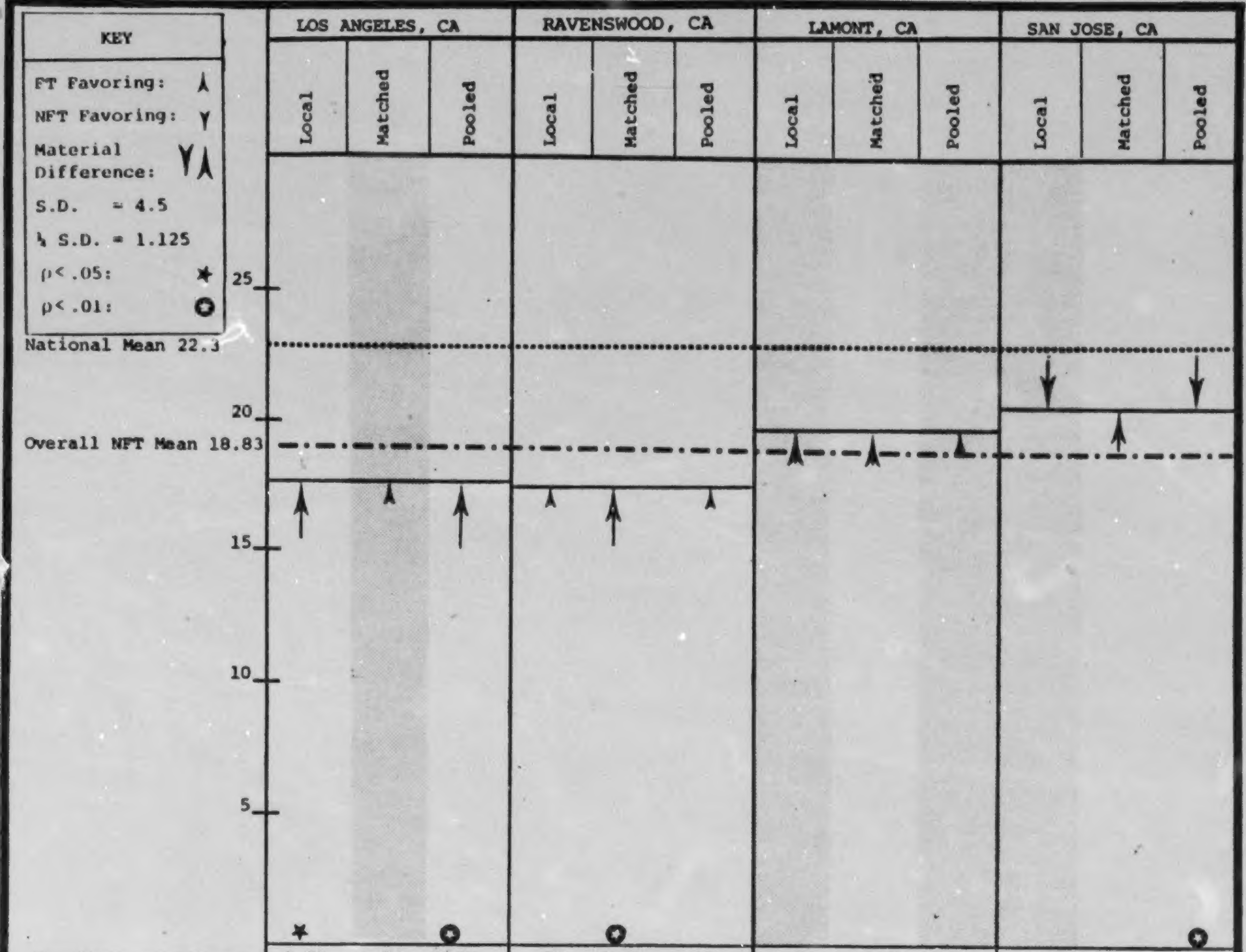


	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.97	-2.95	-.33	-.77	1.79	.09	-10.20	-2.12	-1.55	-11.92	-3.70	-4.53
Standard Error	1.44	1.11	.58	2.08	.94	.68	4.02	2.05	1.24	1.99	1.36	6.05
FT Mean	13.16			14.49			12.22			10.67		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
		PS					FKW PS		FKW	FKW		

Table 18-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON RAVEN'S COLOURED PROGRESSIVE MATRICES FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



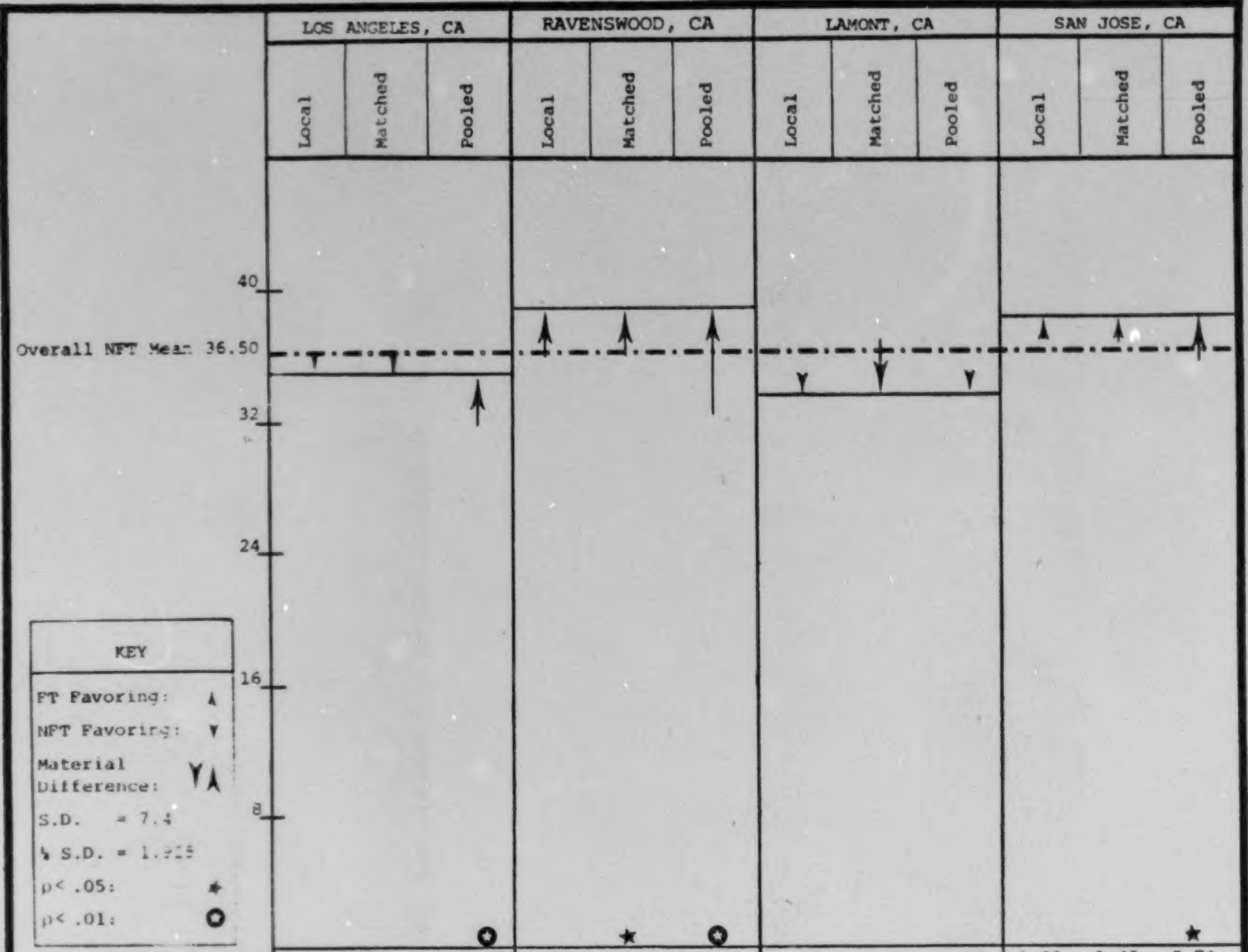
	Los Angeles, CA			Ravenswood, CA			Lamont, CA			San Jose, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	★		✪		✪							✪
Magnitude of Effect	2.32	..36	2.06	.73	2.54	.17	1.30	1.27	1.01	-2.26	1.41	-2.64
Standard Error	1.01	.76	.45	1.47	.75	.49	2.83	1.37	.82	1.39	.95	.64
FT Mean	17.85			17.73			19.70			20.50		
No. of FT Children	98			4			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

PS

FKW FKW FKW
PS

Table 18-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON COOPERSMITH'S SELF-ESTEEM INVENTORY FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



	LOS ANGELES, CA Local	Matched	Pooled	RAVENSWOOD, CA Local	Matched	Pooled	LAMONT, CA Local	Matched	Pooled	SAN JOSE, CA Local	Matched	Pooled
Magnitude of Effect	-.67	-.62	3.18	3.18	2.93	6.42	-.43	-3.23	-.28	1.32	1.46	2.74
Standard Error	1.74	1.35	.79	2.52	1.31	.83	4.87	2.26	1.13	2.41	1.59	1.03
FT Mean	35.32			38.40			33.44			37.67		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

PS

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PS

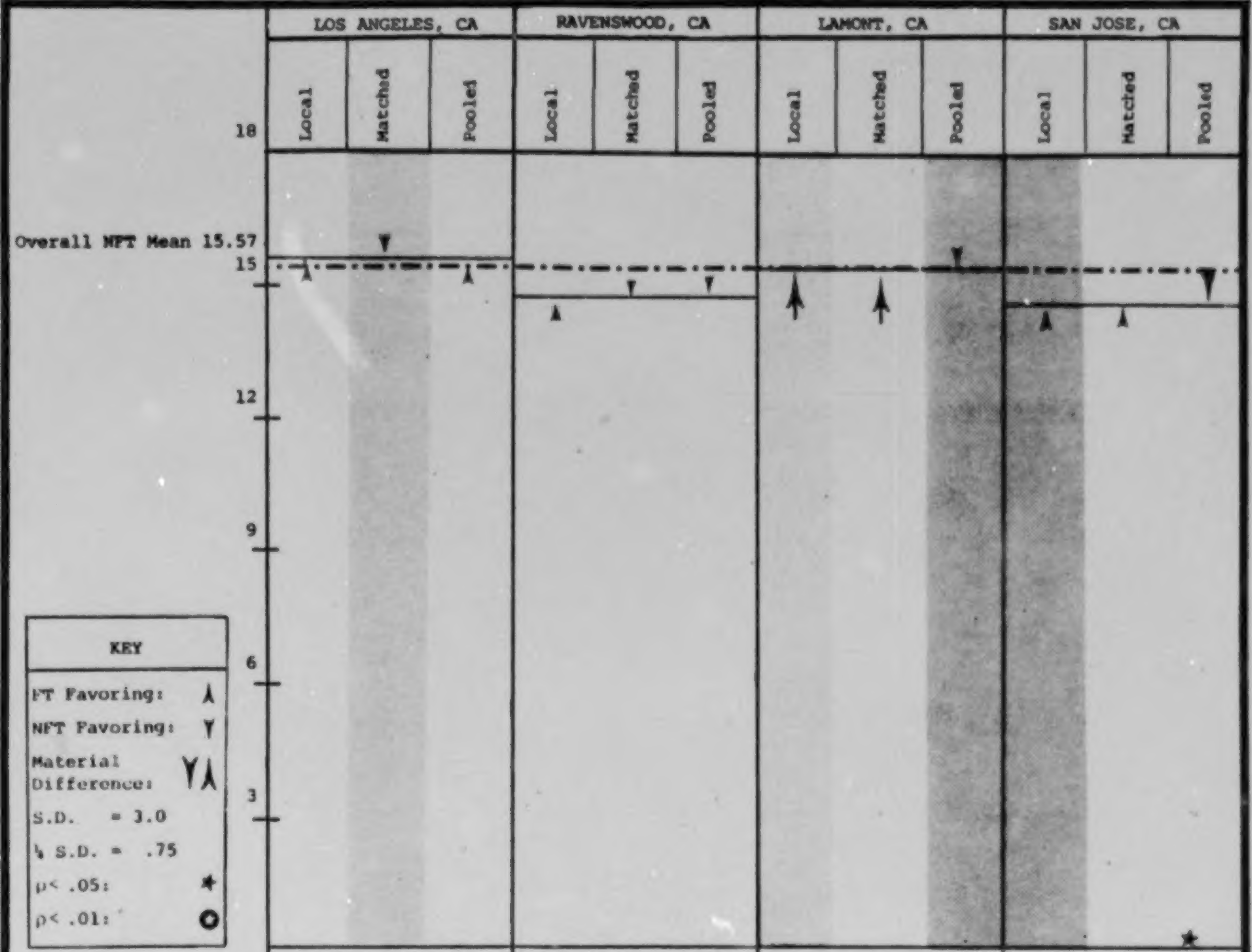
FKW FKW

527

528

Table 18-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (+) FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



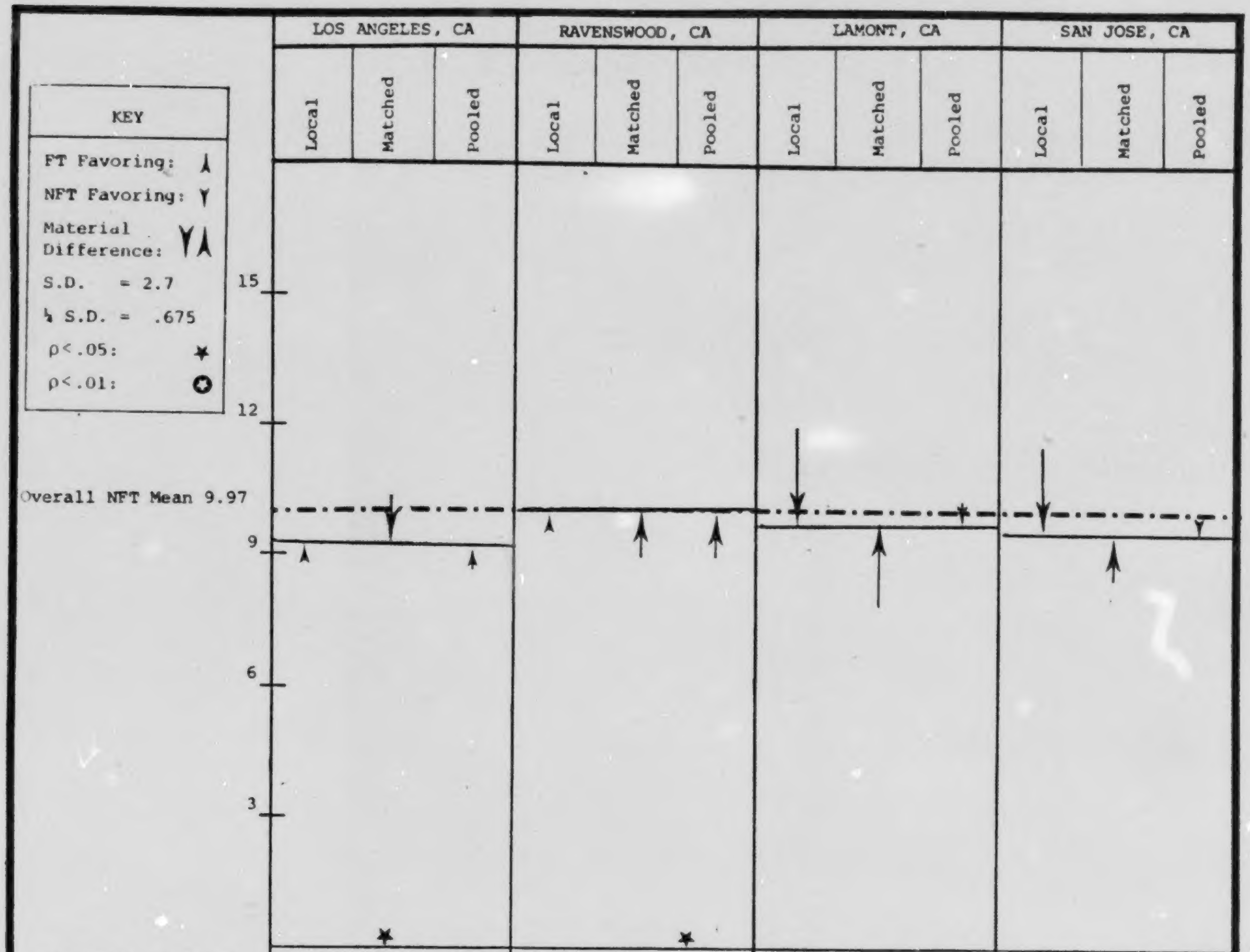
	Los Angeles, CA Local	Los Angeles, CA Matched	Los Angeles, CA Pooled	Ravenswood, CA Local	Ravenswood, CA Matched	Ravenswood, CA Pooled	Lamont, CA Local	Lamont, CA Matched	Lamont, CA Pooled	San Jose, CA Local	San Jose, CA Matched	San Jose, CA Pooled
Magnitude of Effect	.17	-.40	.23	.41	-.63	-.47	1.33	1.17	-.57	.45	.25	-.99
Standard Error	.64	.47	.25	.95	.53	.39	1.82	1.04	.55	.91	.67	.42
FT Mean	15.63			14.84			15.37			14.52		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

PS

FKW FKW FKW
PS

Table 18-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON IARS (-) FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.22	-1.29	.08	.38	.83	.88	-1.71	1.57	-.09	-1.73	.84	-.41
Standard Error	.66	.52	.25	.94	.49	.34	1.82	1.03	.50	.93	.70	.45
FT Mean	9.15			10.09			9.67			9.48		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

Ps

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Table 18-10

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL

	MAT Norm Population	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA			SPONSOR'S SITES			ALL SITES	
		FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT
Total Reading																		
Spring Third Grade Median	61	51.1	47.7	55.2	55.3	53.5	47.7	46.2	57.5	47.9	50.0	65.5	47.9	50.7	56.0		52.4	56.0
Percentile of Median	50	20.2	11.4	30.8	31.2	26.0	11.4	9.2	38.0	11.8	16.0	65.0	11.8	18.8	34		22.8	34.0
Grade Equivalent	3.5	2.5	2.3	2.9	2.9	2.8	2.3	2.2	3.2	2.3	2.4	4.0	2.3	2.5	3.0		2.6	3.0
Percent 1 Year or More Below Grade Level	20	52.0	75.8	42.0	35.1	38.9	75.8	55.6	41.7	67.9	57.1	0.0	67.9					
Total Mathematics																		
Spring Third Grade Median	70.5	56.2	55.5	57.6	61.3	59.5	55.5	57.2	61.0	52.7	58.5	71.5	52.7	58.3	61.9		57.7	59.3
Percentile of Median	50	11.2	10.5	13.2	20.9	17.0	10.5	12.4	20.0	7.7	15.0	54.0	7.7	14.6	22.7		13.4	16.6
Grade Equivalent	3.75	2.6	2.6	2.8	3.1	3.0	2.6	2.7	3.0	2.4	2.8	3.8	2.4	2.8	3.1		2.8	2.9
Percent 1 Year or More Below Grade Level	12	52.0	56.1	49.3	36.5	44.4	56.1	51.9	33.3	67.9	45.2	7.1	67.9					
Spelling																		
Spring Third Grade Median	64	53.8	50.5	59.2	61.5	63.5	50.5	51.0	58.5	47.2	58.0	66.2	47.2	56.1	59.7		56.4	60.0
Percentile of Median	50	21.6	15.0	36.4	42.0	49.0	15.0	16.0	34.0	10.4	32.0	58.4	10.4	26.4	37.4		27.6	38.0
Grade Equivalent	3.6	2.6	2.4	3.0	3.4	3.6	2.4	2.4	3.0	2.2	3.0	3.9	2.2	2.8	3.1		2.8	3.1
Percent 1 Year or More Below Grade Level	22	52.0	60.6	33.3	28.4	38.9	54.5	55.6	16.7	64.1	38.1	0.0	64.1					
BEST MATCH SITE		Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX							

Table 18-11

BACKGROUND VARIABLES AND OUTCOME MEASURES
FOR COHORT II PRESCHOOL ANALYSES FOR SITES IN CALIFORNIA PROCESS MODEL

	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Preschool Information												
Number	98	66	69	74	18	66	27	24	78	42	13	78
Percent 4+ Months	77	38	14	70	33	38	67	12	19	58	20	19
Percent None	12	19	32	13	28	19	29	70	33	05	73	33
Percent 1-3 Months	02	04	09	04	28	04	04	09	07	28	07	07
Percent No Information	09	39	45	13	11	39		09	41	09		41
Fall Kindergarten WRAT												
Preschool Mean	33.1	29.2	36.6	31.6	28.2	29.2	23.7	30.0	29.7	30.0	57.0	29.7
No Preschool Mean	31.4	28.7	28.3	22.8	29.3	28.7	19.0	31.9	23.4	35.0	31.9	23.4
*Other Mean**	27.0	27.3	29.7	28.5	23.2	27.3	15.0	24.3	24.7	21.9	55.0	24.7
Income												
Preschool Mean	4394	4650	5250	4819	5166	4650	3444	5667	4600	4406	9166	4600
No Preschool Mean	5000	5115	3571	4000	4900	5115	3875	6794	4442	4000	5200	4442
*Other Mean**	2750	6250	4900	5167	7800	6250	3000	5500	3600	5312	7000	3600
MAT Total Reading												
Preschool Mean	34.9	29.4	36.6	39.1	34.5	29.4	27.4	40.0	28.8	29.3	81.3	28.8
No Preschool Mean	36.3	28.7	40.2	46.1	44.2	28.79	29.8	46.8	27.4	25.0	56.5	27.4
*Other Mean**	31.3	30.0	37.4	37.9	37.7	30.0	37.0	31.0	30.9	29.0	78.0	30.9
MAT Total Math												
Preschool Mean	41.2	37.8	34.3	45.5	33.3	37.8	43.1	46.3	34.3	41.3	91.0	34.3
No Preschool Mean	38.3	37.3	44.0	52.3	43.2	37.3	37.9	52.4	29.8	23.0	59.7	29.8
*Other Mean**	33.5	36.4	40.8	51.9	42.0	36.4	24.0	38.8	36.0	35.3	74.0	36.0
BEST MATCH SITE	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

Note: *Other Mean* includes children with 1-3 Months Preschool plus children with No Information.

Table 18-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL READING FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL

KEY

FT Favoring: ⅄

NFT Favoring: Y

Material Difference: Y⅄

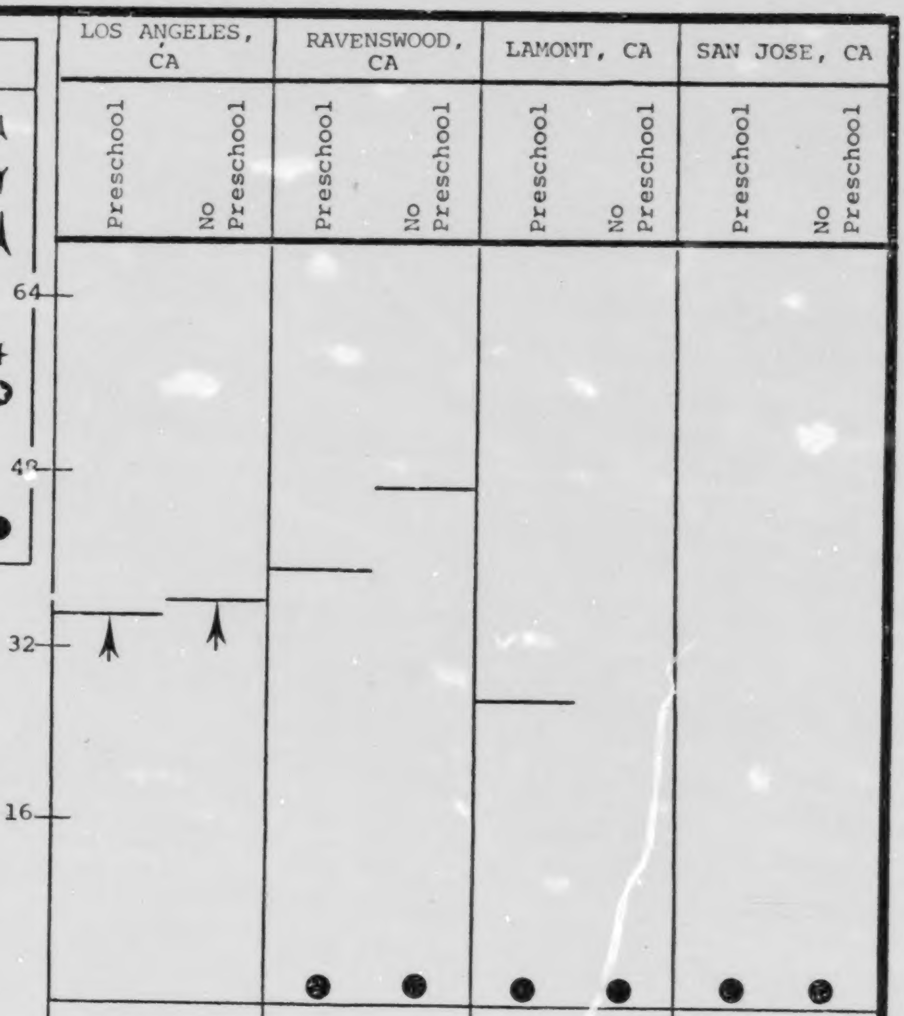
S.D. = 16.7

½ S.D. = 4.18

ρ< .05: ★

ρ< .01: ✪

Too few children or confounding prohibited estimation of treatment effects: ●



	LOS ANGELES, CA Preschool	LOS ANGELES, CA No Preschool	RAVENSWOOD, CA Preschool	RAVENSWOOD, CA No Preschool	LAMONT, CA Preschool	LAMONT, CA No Preschool	SAN JOSE, CA Preschool	SAN JOSE, CA No Preschool
Magnitude of Effect	4.35	4.64						
Standard Error	3.70	6.19						
FT Mean	34.88	36.27	39.13	46.11	27.44	29.75		
No. of FT Children	76	11	52	9	18	8	24	2
No. of non-FT Children	25	13	6	5	3	14	3	11

Table 18-13

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME FOR CHILDREN WITH/WITHOUT PRESCHOOL EXPERIENCE ON MAT TOTAL MATHEMATICS FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL

KEY

FT Favoring: ⅄

NFT Favoring: Y

Material Difference: Y⅄

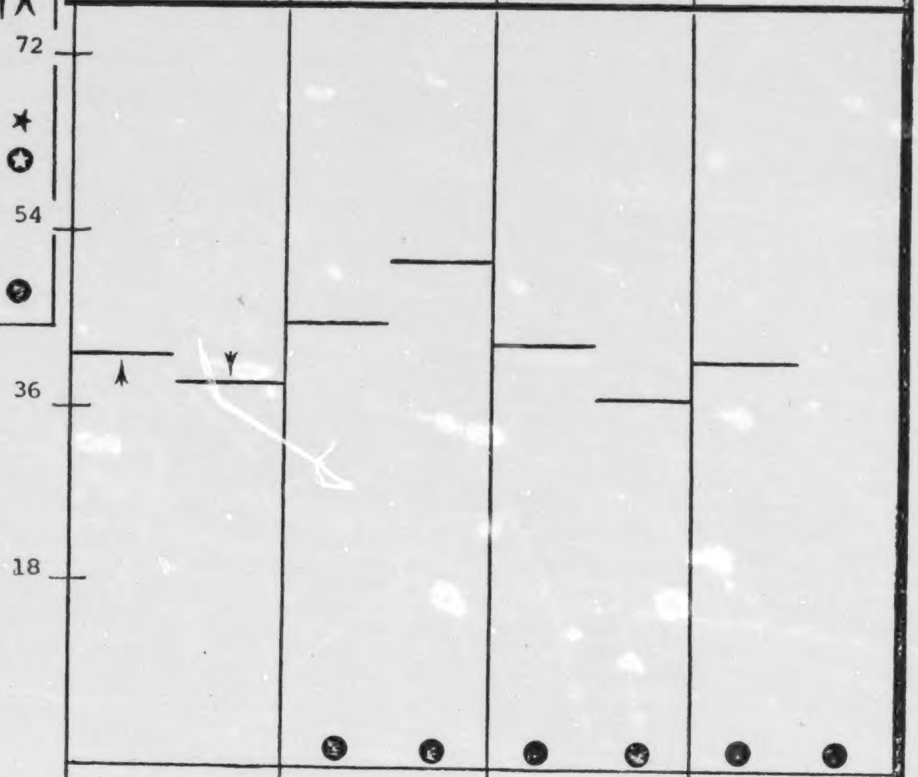
S.D. = 18.3

¼ S.D. = 4.58

ρ< .05: ★

ρ< .01: ✪

Too few children or confounding prohibited estimation of treatment effects: ●



	LOS ANGELES, CA		RAVENSWOOD, CA		LAMONT, CA		SAN JOSE, CA	
	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool	Preschool	No Preschool
Magnitude of Effect	1.38	-1.97						
Standard Error	3.82	6.64						
FT Mean	41.17	38.27	45.46	52.33	43.06	37.88	41.33	
No. of FT Children	76	11	52	9	18	8	24	2
No. of non-FT Children	25	13	6	5	3	14	3	11

GLOSSARY OF INITIALS AND ACRONYMS

AAAS	American Association for the Advancement of Science
ANCOVA	Analysis of Covariance
ANOVA	Analysis of Variance
BA	Behavior Analysis
DIM	Direct Instruction Model
DISTAR^{r}	Direct Instructional System in Arithmetic and Reading
EDC	Education Development Center
FKW	Fall Kindergarten WRAT
FT	Follow Through
GAO	General Accounting Office
IARS	Intellectual Achievement Responsibility Scale
IELM	Individualized Early Learning Model
ILM	Interdependent Learning Model
LRDC	Learning Research and Development Center
MAT	Metropolitan Achievement Test
NA	Not Applicable
NFT	Non-Follow Through
OE	Office of Education
OEO	Office of Economic Opportunity
PAC	Parent Advisory Council
SCIS	Science Curriculum Improvement Study

GLOSSARY OF INITIALS AND ACRONYMS (CONT.)

SEDL	Southwest Educational Development Laboratory
SES	Socioeconomic status
SRA	Science Research Associates
SRI	Stanford Research Institute
TEEM	Tucson Early Education Model
USOE	United States Office of Education
WRAT	Wide Range Achievement Test

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Table A2-1

RELIABILITY COEFFICIENTS OF SUBTEST SCORES FOR THE COHORT II ANALYSES

Subtest	Responsive Education		TEEM		Bank Street		DIM		BA		Cognitive Curriculum		Parent Education		EDC	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Word Knowledge	.94	.95	.94	.93	.93	.94	.93	.95	.92	.95	.94	.95	.91	.92	.93	.93
Total Reading	.96	.96	.96	.94	.94	.96	.94	.97	.94	.96	.96	.97	.93	.94	.95	.95
Reading	.89	.88	.89	.85	.86	.89	.84	.91	.84	.90	.90	.92	.82	.85	.89	.89
Language	.88	.87	.89	.91	.93	.89	.87	.91	.81	.90	.91	.92	.83	.88	.92	.91
Spelling	.96	.97	.96	.97	.96	.97	.97	.97	.97	.97	.97	.97	.96	.97	.97	.97
Math Computation	.87	.88	.88	.92	.91	.89	.88	.90	.87	.90	.88	.91	.82	.87	.93	.90
Math Concepts	.90	.90	.89	.88	.89	.90	.87	.92	.86	.91	.92	.93	.83	.89	.91	.90
Math Problem Solving	.89	.87	.88	.87	.89	.89	.86	.91	.83	.90	.92	.92	.78	.87	.91	.89
Total Math	.95	.95	.95	.95	.96	.96	.95	.97	.94	.96	.96	.97	.91	.95	.97	.96
Coopersmith	.83	.85	.79	.81	.75	.81	.83	.82	.77	.80	.72	.82	.83	.81	.77	.81
Raven's	.81	.87	.83	.83	.85	.85	.85	.86	.83	.85	.85	.86	.82	.83	.82	.84
IARS (+)	.59	.73	.61	.66	.57	.72	.54	.69	.57	.69	.47	.73	.69	.75	.60[a]	.67
IARS (-)	.60	.58	.63	.63	.57	.56	.58	.62	.46	.57	.61	.57	.53	.63	.65	.52

Table A2-1 (continued)

RELIABILITY COEFFICIENTS OF SUBTEST SCORES FOR THE COHORT II ANALYSES

	Self-Sponsored										SEDL		Home-School Partnership		Cal Process	
	Detroit		New York		Phila-delphia		Portland		San Diego							
Subtest	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Word Knowledge	.91	.96	.96	.96	.94	.91	.92	.90	.94	.89	.95	.93	.94	.96	.93	.94
Total Reading	.92	.97	.95	.97	.95	.94	.93	.92	.95	.91	.96	.94	.95	.97	.91	.95
Reading	.81	.92	.89	.92	.89	.85	.82	.82	.86	.74	.91	.85	.84	.92	.78	.87
Language	.69	.91	.86	.92	.89	.88	.60	.82	.86	.82	.90	.88	.88	.92	.81	.87
Spelling	.96	.96	.97	.97	.97	.96	.97	.97	.97	.96	.97	.97	.97	.97	.97	.97
Math Computation	.85	.86	.69	.91	.89	.87	.83	.84	.87	.84	.91	.89	.85	.91	.87	.85
Math Concepts	.84	.85	.91	.93	.91	.88	.86	.82	.86	.88	.90	.88	.91	.93	.84	.90
Math Problem Solving	.87	.84	.91	.92	.89	.84	.86	.82	.89	.84	.89	.87	.88	.92	.77	.88
Total Math	.91	.93	.96	.97	.96	.94	.94	.93	.95	.94	.96	.95	.96	.97	.93	.95
Coopersmith	.84	.87	.72	.82	.83	.82	.83	.67	.76	.71	.81	.79	.77	.82	.75	.78
Raven's	.85	.85	.83	.86	.82	.84	.91	.87	.87	.88	.84	.85	.82	.86	.87	.83
IARS (+)	.60	.61	.71	.74	.58	.67	.72	.45	.68	.68	.61	.65	.60	.74	.65	.72
IARS (-)	.53	.60	.66	.60	.56	.46	.37	.67	.60	.56	.62	.54	.63	.60	.51	.68

Table A3-1

DISTRIBUTION OF COHORT III K ANALYTIC SAMPLE BY FT/NFT (SITE LEVEL)

	Region	City Size	Site		Total	
			FT	NFT	FT	NFT
Self Sponsored Model						
New York, NY	NE	Large City	14	48	115	179
Philadelphia, PA	NE	Large City	101	131		
Responsive Education Model						
Buffalo, NY	NE	Large City	82	32	305	231
Duluth, MN	NC	Medium City	52	72		
Fresno, CA	W	Medium City	53	43		
St. Louis, MO	NC	Large City	22	16		
Salt Lake City, UT	W	Medium City	19	51		
Tacoma, WA	W	Medium City	77	17		
TEEM Model						
Chicasha, OK	S	Small City	37	68	456	266
Des Moines, IA	NC	Large City	46	13		
Lakewood, NJ	NE	Small City	74	45		
Newark, NJ	NE	Large City	63	42		
Lincoln, NB	NC	Medium City	144	62		
Wichita, KS	NC	Large City	92	36		
Bank Street						
New York, NY	NE	Large City	70	79	244	222
Philadelphia, PA	NE	Large City	112	78		
Brattleboro, VT	NE	Small City	25	24		
Fall River, MA	NE	Medium City	37	41		
DIM Model						
New York, NY	NE	Large City	37	44	345	174
Grand Rapids, MI	NC	Medium City	168	53		
Flint, MI	NC	Medium City	58	39		
Providence, RI	NE	Medium City	82	38		
BA Model						
New York, NY	NE	Large City	48	38	659	375
Philadelphia, PA	NE	Large City	193	183		
Portageville, MO	NC	Rural Area	57	37		
Trenton, NJ	NE	Medium City	145	36		
Kansas City, MO	NC	Large City	83	17		
Louisville, KY	S	Large City	133	64		
Cognitive Curriculum Model						
New York, NY	NE	Large City	63	57	259	219
Chicago, IL	NC	Large City	54	19		
Okaloosa Co., FL	S	Small City	23	52		
Greeley, CO	W	Small City	36	19		
Denver, CO	W	Large City	25	44		
Seattle, WA	W	Large City	58	28		
Parent Education Model						
Philadelphia, PA	NE	Large City	75	13	372	148
Richmond, VA	S	Large City	49	19		
Yakima, WA	W	Small City	83	26		
Houston, TX	S	Large City	125	45		
Lawrenceburg, IN	NC	Rural Area	40	45		
EDC Model						
Philadelphia, PA	NE	Large City	171	98	316	193
Scranton, PA	NE	Medium City	68	34		
Washington, DC	S	Large City	22	24		
Paterson, NJ	NE	Medium City	55	37		
IELP Model						
Lock Haven, PA	NE	Large City	69	98	276	144
Montevideo, MN	NC	Rural Area	118	74		
Akron, OH	NC	Large City	89	16		
ILM Model						
New York, NY	NE	Large City	51	56	51	56
SEDL Model						
Philadelphia, PA	NE	Large City	88	66	257	133
Tulare, CA	W	Small City	169	67		
Home-School Partnership Model						
New York, NY	NE	Large City	34	29	34	29
TOTAL					3689	2369

Large City = 200,000 or more
Medium City = 50,000 to 199,999
Small City = 10,000 to 49,999
Rural Area = less than 10,000

Table A3-2

DESCRIPTIVE CHARACTERISTICS OF ANALYTIC SAMPLE IN COMPARISON TO NATIONAL POPULATION FOR COHORT III CORE SPONSORS

	ANALYTIC SAMPLE		NATIONAL POPULATION (1970 Census)	RESPONSIVE EDUCATION		TEEM		BANK STREET		DIM		BEHAVIOR ANALYSIS		COGNITIVE CURRICULUM		PARENT EDUCATION		EDC		IELP	
	FT	NFT		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Median Family Income	4480	6230	9590	4470	6710	5080	8070	5070	7200	3850	5790	3800	4220	3740	5760	4280	6230	5250	6250	5630	8020
Median Years of School																					
Father	5.4	5.6	12.1	5.7	5.8	5.4	6.2	5.5	5.3	5.3	5.5	5.2	4.8	5.3	5.6	5.2	5.6	5.4	5.9	5.8	6.0
Mother	5.4	5.5	12.1	5.6	5.7	5.5	5.9	5.4	5.3	5.3	5.4	5.3	5.1	5.5	5.4	5.3	5.4	5.4	5.5	5.9	5.9
Percent High School Graduates																					
Father	47.4	55.4	52	57.5	58.9	47.9	73.6	51.5	47.6	41.7	48.8	40.7	23.4	42.9	53.5	39.5	51.9	46.3	70.6	64.9	72.8
Mother	48.2	50.9	51	56.4	58.6	50.8	69.6	47.5	45.7	43.6	46.1	38.6	32.3	48.6	47.6	42.7	47.7	44	49.5	72.9	75.8
Percent Professional																					
Father	4.1	8.5	13.5	4.0	7.3	2.9	16.7	7.2	8.3	0	14.7	27	3.7	0	6.1	5.7	6.7	5.5	5.9	6.5	12.0
Mother	3.0	5.0	14.8	2.0	5.2	3.4	9.5	2.7	5.1	1.4	8.2	3.1	1.7	2.4	1.6	2.1	5.9	3.2	3.2	6.4	12.6
Population Per Household	5.33	5.65	3.56	5.82	5.76	5.83	5.30	5.78	5.56	5.72	5.84	6.00	6.22	5.80	5.39	5.47	5.58	6.16	6.02	5.67	5.00
Percent Nonwhite	75.7	66.5	12.3	66.5	45.4	52.1	35.8	74.6	70.7	91.6	85.6	92.7	92.1	88.1	70.8	71.2	44.6	75.9	81.4	32.0	9.7
Percent Black	65.1	56.0	11.0	59.0	32.9	42.8	31.2	74.6	69.7	88.7	80.9	88.3	85.2	71.8	46.6	55.6	30.4	75.6	79.3	31.2	9.0
Percent by Geographic Region																					
Northeast	48	55	23	27	14	30	33	100	100	35	47	59	69	24	26	20	9	93	88	25	38
North Central	28	21	28	24	38	62	42			65	53	21	14	21	9	11	30			75	62
South	10	12	30			8	25					20	17	9	24	47	43	7	12		
West	14	11	17	49	48									46	41	22	18				

Note: Figures for Analytic Sample and sponsors are based on the Educational Index listed below. Figures for National Population represent Male and Female, rather than Father and Mother.

EDUCATIONAL INDEX

1 = No Schooling
2 = K through 3rd Grade
3 = 4th through 6th Grade
4 = 7th through 8th Grade
5 = High School incomplete
6 = High School complete
7 = College incomplete
8 = College complete

Table A3-3

DESCRIPTIVE CHARACTERISTICS OF ANALYTIC SAMPLE IN COMPARISON TO NATIONAL POPULATION FOR COHORT III SPECIAL SPONSORS

	ANALYTIC SAMPLE		NATIONAL POPULATION (1970 Census)	SELF-SPONSORED				IELP		ILM		SEDL		HOME-SCHOOL PARTNERSHIP	
				NEW YORK, NY		PHILA-DELPHIA,PA									
	FT	NFT		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Median Family Income	4480	6230	9590	5200	5080	4730	5700	5630	8020	4970	5150	4370	5250	4300	5300
Median Years of School															
Father	5.4	5.6	12.1	7.5	4.6	5.4	5.4	5.8	6.0	5.5	5.8	4.3	4.8	5.2	5.5
Mother	5.4	5.5	12.1	7.0	3.5	5.3	5.4	5.9	5.9	5.8	5.2	4.6	5.0	5.2	4.2
Percent High School Graduates															
Father	47.4	55.4	52	66.7	30.6	46.2	47.8	64.9	72.8	50.0	75.0	25.5	31.7	33.4	50.0
Mother	48.2	50.9	51	63.7	13.0	40.0	46.5	72.9	75.8	65.6	33.3	29.6	31.7	38.4	20.8
Percent Professional															
Father	4.1	8.5	13.5	50.0	2.8	0	4.3	6.5	12.0	0	0	1.7	0	0	5.6
Mother	3.0	5.0	14.8	27.3	0	0	0	6.4	12.6	3.2	0	5.8	3.1	4.0	6.3
Population Per Household	5.33	5.65	3.56	4.2	5.2	5.8	5.6	5.7	5.0	5.3	6.6	6.4	6.2	5.1	5.3
Percent Nonwhite	75.7	66.5	12.3	71.4	100	100	100	32.0	9.7	100	100	90.2	70.6	100	96.6
Percent Black	65.1	56.0	11.0	35.7	15.6	100	99.2	31.2	9.0	100	100	18.7	36.8	97.1	6.9
Percent by Geographic Region															
Northeast	48	55	23	100	100	100	100	25	38	100	100	34	50	100	100
North Central	28	21	28					75	62						
South	10	12	30												
West	14	11	17									66	50		

Note: Figures for Analytic Sample and sponsors are based on the Educational Index listed below. Figures for National Population represent Male and Female, rather than Father and Mother.

EDUCATIONAL INDEX

1 = No Schooling
2 = K through 3rd Grade
3 = 4th through 6th Grade
4 = 7th through 8th Grade
5 = High School incomplete
6 = High School complete
7 = College incomplete
8 = College complete

Table A3-4

DISTRIBUTION OF HOUSEHOLD INCOME BY FT/NFT FOR COHORT II KINDERGARTEN FOR CORE SPONSORS

		RESPONSIVE EDUCATION		TEEM		BANK STREET		DIM		BEHAVIOR ANALYSIS		COGNITIVE CURRICULUM		PARENT EDUCATION		EDC	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
$1000	*percent*				.7		.7	.6	.5	.4	1.4		.8	.7	.6	1.0	
	number				1		2	1	1	1	3		1	1	1	1	
$1500	*percent*	4.2	3.9	9.1	1.8	10.4	6.2	11.2	7.1	17.5	8.2	12.3	3.4	13.3	13.9	4.0	6.7
	number	13	12	19	4	25	18	18	14	48	18	13	4	18	24	4	5
$2000	*percent*	1.2	2.9	6.3	3.5	7.9	5.5	4.3	1.5	13.5	5.9	4.7	4.2	10.4	9.8	5.0	5.3
	number	22	9	13	5	19	16	7	3	37	13	5	5	14	17	5	4
$2500	*percent*	5.9	2.6	8.7	2.8	6.2	5.2	6.2	5.1	5.8	5.5	8.5	7.6	7.4	5.8	2.0	8.0
	number	18	8	18	4	15	15	10	10	16	12	9	9	10	10	2.0	6.0
$3000	*percent*	8.8	3.3	9.1	6.4	7.9	4.5	6.8	8.2	5.8	5.5	16.0	7.6	12.6	11.6	10.0	2.7
	number	27	10	19	9	19	13	11	16	16	12	17	9	17	20	10	2
$3500	*percent*	5.9	3.6	5.3	1.4	6.6	3.8	5.6	6.6	4.0	4.1	10.4	1.7	5.9	4.6	6.0	4.0
	number	18	11	11	2	16	11	9	13	11	9	11	2	8	8	6	3
$4000	*percent*	6.9	4.9	4.8	6.4	5.8	6.5	7.5	7.1	8.4	6.8	10.4	5.0	8.9	6.9	10.0	10.7
	number	21	15	10	9	14	19	12	14	23	15	11	6	12	12	10	8
$4500	*percent*	2.9	3.3	6.7	3.5	5.8	6.2	5.6	5.1	6.2	6.4	6.6	5.0	4.4	6.4	1.0	9.3
	number	9	10	14	5	14	18	9	10	17	14	7	6	6	11	1	7
$5000	*percent*	6.5	3.3	7.7	1.4	5.4	6.9	5.6	5.6	7.7	7.8	5.7	6.7	2.2	7.5	4.0	12.0
	number	20	10	16	2	13	20	9	11	21	17	6	8	3	13	4	9
$5500	*percent*	2.6	3.6	4.8	4.3	6.6	3.8	3.7	3.6	5.8	7.3	8.5	7.6	6.7	4.6	8.0	5.3
	number	8	11	10	6	16	11	6	7	16	16	9	9	9	8	8	4
$6000	*percent*	7.5	3.9	5.8	5.7	7.9	6.9	6.8	7.1	7.3	3.7	3.8	2.5	3.7	4.6	4.0	10.7
	number	23	12	12	8	19	20	11	14	20	8	4	3	5	8	4	8
$6500	*percent*	4.6	2.9	1.9	2.1	5.0	5.2	5.6	6.1	2.9	7.3	1.9	5.9	1.5	3.5	4.0	5.3
	number	14	9	4	3	12	15	9	12	8	16	2	7	2	6	4	4
$7000	*percent*	3.9	4.6	2.9	5.7	4.6	5.8	5.0	5.6	1.8	5.9	1.9	10.1	4.4	4.0	7.0	4.0
	number	12	14	6	8	11	17	8	11	5	13	2	12	6	7	7	3
$7500	*percent*	2.3	4.2	1.4	7.1	2.1	3.1	3.1	3.6	.4	2.3	2.8	2.5	3.7	2.9	1.0	1.3
	number	7	13	3	10	5	9	5	7	1	5	3	3	5	5	1	1
$8000	*percent*	4.2	7.5	3.8	2.1	3.7	2.7	1.9	2.0	2.6	1.4		2.5	3.7	2.3	5.0	2.7
	number	13	23	8	3	9	8	3	4	7	3		3	5	4	5	2
$8500	*percent*	2.6	3.3	3.8	2.8	2.5	5.5	3.7	3.6	1.5	4.6	1.9	3.4		1.7	4.0	1.3
	number	8	10	8	4	6	16	6	7	4	10	2	4		3	4	1
$9000	*percent*	3.3	7.2	1.0	7.1	3.3	4.5	4.3	2.6	.4	3.2	.9	4.2	2.2	2.9	3.0	4.0
	number	10	22	2	10	8	13	7	5	1	7	1	5	3	5	3	3
$9500	*percent*	2.6	5.5	2.4	5.0	2.1	3.8	2.5	3.6	1.8	4.1	.9	4.2	3.0	2.3	8.0	1.3
	number	8	17	5	7	5	11	4	7	5	9	1	5	4	4	8	1
$9999+	*percent*	18.0	29.6	14.4	29.1	6.2	13.4	9.9	15.3	6.2	8.7	2.8	15.1	5.2	4.0	13.0	5.3
	number	55	91	30	41	15	39	16	30	17	19	3	18	7	7	13	4
Respondent	*percent*	76.1	83.2	57.6	64.1	69.7	50.5	48.9	49.2	65.7	47.1	89.8	49.4	50.6	53.4	59.5	46.9
	number	306	307	298	141	241	291	161	196	274	219	106	119	135	173	100	75
Non-Respondent	*percent*	23.9	16.8	42.4	35.9	30.3	49.5	51.1	50.8	34.3	52.9	10.2	50.6	49.4	46.6	40.5	53.1
	number	96	62	153	79	105	285	168	202	143	246	12	122	132	151	68	85
Grand Total	*percent*	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	number	402	369	361	220	346	576	329	398	417	465	118	241	267	324	168	160
Mean		5800	7180	5250	6990	4970	5870	5290	5790	4250	5380	4110	6000	4420	4480	5950	5080
Median		5560	7960	4750	7480	4700	5810	4940	5680	3920	5150	3660	5830	3720	4020	5690	4890
Standard Deviation		2870	2780	2850	2850	2570	2770	2760	2760	2510	2680	2080	2740	2580	2510	2800	2310
Mean of Means		5630	7150	5940	6100	5330	6220	5210	5640	4360	5180	4240	5430	4230	4470	5820	5090

Table A3-5

DISTRIBUTION OF HOUSEHOLD INCOME BY FT/NFT FOR COHORT II KINDERGARTEN FOR SPECIAL SPONSORS

		SELF-SPONSORED SITES																	
		DETROIT, MI		NEW YORK, NY		PHILADELPHIA PA		PORTLAND, OR		SAN DIEGO, CA		IELP		SEDL		HOME-SCHOOL PARTNERSHIP		CAL PROCESS	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
$1000	percent number	2.6 1			1.1 1								1.1 1	1.2 2			1.1 1	.7 1	
$1500	percent number	15.8 6	12.5 4		7.6 7		2.3 1	5.9 2	8.8 3	17.2 5	4.5 1	14.0 6	7.6 7	9.8 16	7.9 13	4.5 1	7.6 7	17.7 26	10.5 9
$2000	percent number	7.9 3	3.1 1		2.2 2	11.6 5	9.4 3	8.8 3		10.3 3		9.3 4	2.2 2	3.7 6	3.7 6	4.5 1	2.2 2	9.5 14	3.5 3
$2500	percent number	10.5 4	6.3 2	12.5 2	5.4 5	11.6 5	7.0 3	11.8 4	2.9 1	10.3 3	4.5 1	7.0 3	5.4 5	8.0 13	8.5 14	9.1 2	5.4 5	5.4 8	1.2 1
$3000	percent number	5.3 2	6.3 2	6.3 1	6.5 6	9.3 4	4.7 2	5.9 2		3.4 1		7.0 3	6.5 6	9.8 16	7.3 12	4.5 1	6.5 6	6.1 9	4.7 4
$3500	percent number		9.4 3	6.3 1	6.5 6	7.0 3	4.7 2	2.9 1	2.9 1	10.3 3		2.3 1	6.5 6	6.7 11	3.7 6		6.5 6	6.1 9	5.8 5
$4000	percent number	10.5 4	9.4 3	6.3 1	8.7 8	9.3 4	9.3 4	11.8 4	8.8 3	10.3 3	9.1 2	2.3 1	8.7 8	14.1 23	11.0 18	9.1 2	8.7 8	8.8 13	5.8 5
$4500	percent number	2.6 1	6.3 2		7.6 7	4.7 2	11.6 5	2.9 1	2.9 1	3.4 1		7.0 3	7.6 7	8.6 14	7.3 12	13.6 3	7.6 7	5.4 8	4.7 4
$5000	percent number	7.9 3	9.4 3	6.3 1	4.3 4	18.6 8	16.3 7	11.8 4	8.8 3		9.1 2	7.0 3	4.3 4	3.1 5	6.1 10	18.2 4	4.3 4	6.1 9	8.1 7
$5500	percent number		6.3 2		5.4 5	4.7 2	7.0 3			6.9 2	4.5 1	9.3 4	5.4 5	5.5 9	3.7 6	4.5 1	5.4 5	6.1 9	4.7 4
$6000	percent number	7.9 3	3.1 1		3.3 3	4.7 2	7.0 3	5.9 2	17.6 6	6.9 2	13.6 3	11.6 5	3.3 3	5.5 9	7.9 13	9.1 2	3.3 3	5.4 8	4.7 4
$6500	percent number	5.3 2	3.1 1		8.7 8	4.7 2	2.3 1		2.9 1	3.4 1	4.5 1	2.3 1	8.7 8	2.5 4	3.0 5		8.7 8	4.8 7	9.3 8
$7000	percent number	5.3 2	3.1 1		10.9 10	4.7 2	2.3 1	5.9 2	8.8 3	3.4 1		2.3 1	10.9 10	1.8 3	2.4 4	9.1 2	10.9 10	2.0 3	4.7 4
$7500	percent number	5.3 2	6.3 2		2.2 2	2.3 1	2.3 1	2.9 1	8.8 3	3.4 1	4.5 1	2.3 1	2.2 2	3.7 6	3.7 6		2.2 2	3.4 5	7.0 6
$8000	percent number	10.5 4	6.3 2	6.3 1	1.1 1	2.3 1		11.8 4	5.9 2	3.4 1	4.5 1	2.3 1	1.1 1	2.5 4	3.7 6		1.1 1	1.4 2	4.7 4
$8500	percent number			6.3 1	4.3 4		2.3 1		2.9 1		18.2 4	4.7 2	4.3 4	.6 1	1.2 2		4.3 4	3.4 5	3.5 3
$9000	percent number				3.3 3		4.7 2		8.8 3			4.7 2	3.3 3	1.8 3	1.8 3	4.5 1	3.3 3	1.4 2	2.3 2
$9500	percent number	2.6 1	3.1 1		3.3 3	2.3 1	2.3 1	2.9 1		3.4 1			3.3 3	3.7 6	3.0 5		3.3 3		2.3 [illegible]
$9999+	percent number		6.3 2	50.0 8	7.6 7	2.3 1	4.7 2	8.8 3	8.8 3	3.4 1	22.7 5	4.7 2	7.6 7	7.4 12	14.0 23	9.1 2	7.6 7	6.1 9	12.8 11
Respondent	percent number	88.4 38	86.5 32	80.0 16	37.6 92	50.0 43	34.7 43	75.6 34	73.9 34	40.8 29	52.4 22	81.1 43	37.6 92	43.6 163	62.6 164	84.6 22	37.6 92	61.0 147	70.5 86
Non-respondent	percent number	11.6 5	13.5 5	20.0 4	62.4 153	50.0 43	65.3 81	24.4 11	26.1 12	59.2 42	47.6 20	18.9 10	62.4 153	56.4 211	37.4 98	15.4 4	62.4 153	39.0 94	29.5 36
Grand Total	percent number	100 43	100 37	100 20	100 245	100 86	100 124	100 45	100 46	100 71	100 42	100 53	*100 245	100 374	100 262	100 26	100 245	100 241	100 122
Mean		4450	4890	7310	5440	4530	5000	5120	6160	4220	6890	4780	5440	4770	5400	5160	5440	4400	5810
Median		4120	4500	8750	5250	4380	4790	4750	6170	3670	6750	4830	5250	4130	4800	4880	5250	4000	5880
Standard Deviation		2470	2520	3220	2560	2010	2270	2690	2430	2480	2550	2560	2560	2550	2760	2350	2560	2530	2690
Mean of Means		4450	4890	7310	5440	4530	5000	5120	6160	4220	6890	4780	5440	4790	5310	5160	5440	4340	6070

Table A3-6

DISTRIBUTION OF MOTHER'S EDUCATION BY CORE SPONSOR BY FT/NFT FOR COHORT II KINDERGARTEN

		Responsive Education		TEEM		Bank Street		DIM		Behavior Analysis		Cognitive Curriculum		Parent Education		EDC	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
No Schooling	*Percent*	1.0	.3	.5	-	.8	1.7	.6	.5	-	.5	-	.9	.8	-	-	-
	Number	3	1	1	-	2	5	1	1	-	1	-	1	1	-	-	-
K-3	*Percent*	1.3	1.0	.5	-	.8	.7	.6	1.5	.4	.5	1.0	.9	2.3	1.2	-	1.3
	Number	4	3	1	-	2	2	1	3	1	1	1	1	3	2	-	1
4-6	*Percent*	.7	1.3	2.0	1.5	6.3	3.1	1.3	2.6	5.1	4.3	2.0	1.7	3.8	7.7	-	6.4
	Number	2	4	4	2	15	9	2	5	13	9	2	2	5	13	-	5
7-8	*Percent*	9.8	4.5	7.3	5.3	9.6	10.3	8.2	9.3	6.7	8.1	13.9	11.2	6.8	11.3	3.0	7.7
	Number	30	14	15	7	23	30	13	18	17	17	14	13	9	19	3	6
High School Incomplete	*Percent*	26.5	24.0	43.4	30.1	45.0	42.8	40.5	38.7	46.3	8.3	44.6	31.9	44.7	43.5	38.0	46.2
	Number	81	74	89	40	108	124	64	75	118	30	45	37	59	73	30	36
High School Complete	*Percent*	31.7	43.2	30.2	45.1	31.7	35.9	39.2	34.0	34.5	41.1	31.7	38.6	35.6	32.7	48.0	32.1
	Number	97	133	62	60	76	104	62	66	88	86	32	45	47	55	48	25
College Incomplete	*Percent*	17.6	14.9	11.7	15.0	4.2	4.1	9.5	9.8	6.3	6.2	1.9	11.2	6.1	3.6	10.0	5.1
	Number	54	46	24	20	10	12	15	19	16	13	7	13	8	6	10	4
College Complete	*Percent*	11.4	10.7	4.4	3.0	1.7	1.4	-	3.6	.8	1.0	-	3.4	-	-	1.0	1.3
	Number	35	33	9	4	4	4	-	7	2	2	-	4	-	-	1	1
Respondent	*Percent*	76.1	83.5	56.8	60.5	69.4	50.3	48.0	48.7	61.2	44.9	85.6	48.1	49.4	51.9	59.5	48.8
	Number	306	308	205	133	240	290	158	194	255	209	101	116	132	168	100	78
Non-respondent	*Percent*	23.9	16.5	43.2	39.5	30.6	49.7	52.0	51.3	38.8	55.1	14.4	51.9	50.6	48.1	40.5	51.2
	Number	96	61	156	87	106	286	171	204	162	256	17	125	135	156	68	82
Grand Total	*Percent*	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number	402	369	361	220	346	576*	329	398*	417	465*	118	241*	267	324*	168	160*
Mean		5.8	5.9	5.5	5.8	5.2	5.2	5.4	5.4	5.4	5.4	5.2	5.5	5.2	5.1	5.7	5.2
Median		5.8	5.9	5.4	5.8	5.2	5.3	5.5	5.4	5.3	5.5	5.2	5.6	5.3	5.2	5.7	5.2
Standard Deviation		1.3	1.2	1.1	.9	1.1	1.1	.9	1.1	.9	1.0	.9	1.1	1.0	1.0	.7	1.0
Means of Means		5.7	5.8	5.7	5.6	5.2	5.1	5.5	5.3	5.3	5.3	5.4	5.3	5.3	5.1	5.7	5.2

Education level was coded as follows:

1=No schooling	5=High school incomplete
2=K through 3rd	6=High school complete
3=4th through 6th	7=College incomplete
4=7th through 8th	8=College complete

* Large Number due to pooled NFT sites

Table A3-7

DISTRIBUTION OF MOTHER'S EDUCATION BY SPECIAL SPONSOR BY FT/NFT FOR COHORT II KINDERGARTEN

		Self-sponsored Sites																	
		Detroit		New York		Philadelphia		Portland		San Diego		IIM		SEDL		Home-School Partnership		Cal Process	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
No Schooling	Percent		-	-	1.1	-	-	-	-	-	-	-	1.1	1.8	1.2	-	1.1	1.4	1.2
	Number		-	-	1	-	-	-	-	-	-	-	1	3	2	-	1	2	1
K-3	Percent		-	6.3	-	-	2.1	-	-	7.1	4.8	-	-	8.9	1.8	-	-	6.4	1.2
	Number		-	1	-	-	1	-	-	2	1	-	-	15	3	-	-	9	1
4-6	Percent	2.6	-	6.3	2.2	2.7	6.4	-	2.9	7.1	9.5	2.5	2.2	13.7	10.2	-	2.2	11.3	4.8
	Number	1	-	1	2	1	3	-	1	2	2	1	2	23	17	-	2	16	4
7-8	Percent	2.6	-	6.3	6.6	8.1	2.1	2.9	5.9		9.5	5.0	6.6	12.5	16.8	9.1	6.6	7.1	10.7
	Number	1	-	1	6	3	1	1	2		2	2	6	21	28	2	6	10	9
High School Incomplete	Percent	50.0	55.9	25.0	33.0	48.6	44.7	17.6	29.4	42.9	4.8	45.0	33.0	35.1	30.5	59.1	33.0	31.9	42.9
	Number	19	19	4	30	18	21	6	10	12	1	18	30	59	51	5	30	45	36
High School Complete	Percent	39.5	35.3	12.5	46.2	35.1	40.4	41.2	50.0	21.4	38.1	35.0	46.2	22.0	28.7	31.8	46.2	31.2	25.0
	Number	15	12	2	42	13	19	14	17	6	8	14	42	37	48	7	42	44	21
College Incomplete	Percent	2.6	8.8	18.8	8.8	5.4	4.3	35.3	11.8	21.4	23.8	12.5	8.8	3.6	6.0	-	8.8	9.9	11.9
	Number	1	3	3	8	2	2	12	4	6	5	5	8	6	10	-	8	14	10
College Complete	Percent	2.6	-	25.0	2.2	-	-	2.9	-	-	9.5	-	2.2	2.4	4.8	-	2.2	.7	2.4
	Number	1	-	4	2	-	-	1	-	-	2	-	2	4	8	-	2	1	2
Respondent	Percent	88.4	91.9	80.0	37.1	43.0	27.9	75.6	73.9	39.4	50.0	75.5	37.1	44.9	63.7	84.6	37.1	58.5	68.9
	Number	38	34	16	91	37	47	34	34	28	21	40	91	168	167	22	91	141	84
Non-respondent	Percent	11.6	8.1	20.0	62.9	57.0	62.1	24.4	26.1	60.6	50.0	24.5	62.9	55.1	36.3	15.4	62.9	41.5	31.1
	Number	5	3	4	154	49	77	11	12	43	21	13	154	206	95	4	154	100	38
Grand Total	Percent	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number	43	37	20	245	86	124	45	46	71	42	53	245	374	262	26	245	241	122
Mean		5.4	5.5	5.9	5.5	5.3	5.3	6.2	5.6	5.3	5.7	5.5	5.6	4.6	5.1	5.2	5.6	5.0	5.3
Median		5.4	5.4	6.0	5.6	5.3	5.4	6.2	5.7	5.3	6.1	5.4	5.6	4.9	5.2	5.2	5.6	5.2	5.2
Standard Deviation		.8	.7	1.9	1.0	.8	1.0	.9	.9	1.4	1.6	.9	1.0	1.5	1.4	.6	1.0	1.4	1.2
Mean of Means		5.4	5.5	5.9	5.6	5.3	5.3	6.2	5.6	5.3	5.7	5.5	5.5	4.6	5.1	5.2	5.5	4.7	5.3

Education level was coded as follows:

1=No schooling
2=K through 3rd
3=4th through 6th
4=7th through 8th

5=High school incomplete
6=High school complete
7=College incomplete
8=College complete

Table A3-8

DISTRIBUTION OF FATHER'S EDUCATION
BY CORE SPONSOR BY FT/NFT
FOR COHORT II KINDERGARTEN

		Responsive Education		TEEM		Bank Street		DIM		Behavior Analysis		Cognitive Curriculum		Parent Education		EDC	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
No Schooling	*Percent*	.5	.8	.9	-	1.5	1.1	1.1	-	-	-	-	-	1.5	-	-	-
	Number	1	2	1	-	2	2	1	-	-	-	-	-	1	-	-	-
K-3	*Percent*	3.0	1.2	.9	-	3.0	2.2	-	4.2	-	2.4	2.0	-	3.0	2.1	-	-
	Number	6	3	1	-	4	4	-	5	-	3	1	-	2	2	-	-
4-6	*Percent*	3.0	.8	2.8	.9	6.8	6.6	4.6	3.3	10.5	4.0	8.2	1.3	1.5	18.8	3.6	7.3
	Number	6	2	3	1	9	12	4	4	14	5	4	1	1	18	2	3
7-8	*Percent*	7.6	3.7	13.9	5.7	15.9	12.6	5.7	7.5	14.3	15.2	16.3	5.1	11.9	16.7	3.6	26.8
	Number	15	9	15	6	21	23	5	9	19	19	8	4	8	16	2	11
High School Incomplete	*Percent*	21.2	18.3	35.2	18.9	27.3	32.2	33.3	22.5	33.1	27.2	28.6	21.5	43.3	38.5	39.3	34.1
	Number	42	45	38	20	36	59	29	27	44	34	14	17	29	37	22	14
High School Complete	*Percent*	32.3	39.4	32.4	50.0	37.1	33.9	41.4	45.0	30.8	39.2	36.7	50.6	31.3	15.6	46.4	26.8
	Number	64	97	35	53	49	62	36	54	41	49	18	40	21	15	26	11
College Incomplete	*Percent*	13.1	17.9	5.6	17.0	4.5	9.3	13.8	13.3	6.0	8.8	6.1	19.0	7.5	7.3	5.4	2.4
	Number	26	44	6	18	6	17	12	16	8	11	3	15	5	7	3	1
College Complete	*Percent*	19.2	17.9	8.3	7.5	3.8	2.2	-	4.2	5.3	3.2	2.0	2.5	-	1.0	1.8	2.4
	Number	38	44	9	8	5	4	-	5	7	4	1	2	-	1	1	1
Respondent	*Percent*	49.3	66.7	29.9	48.2	38.2	31.8	26.4	30.2	31.9	26.9	41.5	32.8	25.1	29.6	33.3	25.6
	Number	198	246	108	106	132	183	87	120	133	125	49	79	67	96	56	41
Non-respondent	*Percent*	50.7	33.3	70.1	51.8	61.8	68.2	73.6	69.8	68.1	73.1	58.5	67.2	74.9	70.4	66.7	74.4
	Number	204	123	253	114	214	393	242	278	284	340	69	162	200	228	112	119
Grand Total	*Percent*	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number	402	369	361	220	346	576	329	398	417	465	118	241	267	324	168	160
Mean		5.9	6.2	5.4	6.0	5.1	5.2	5.5	5.6	5.2	5.4	5.2	5.9	5.2	4.7	5.5	5.0
Median		6.0	6.1	5.4	6.0	5.3	5.4	5.6	5.8	5.3	5.6	5.3	5.9	5.2	4.8	5.6	5.0
Standard Deviation		1.5	1.3	1.3	1.0	1.4	1.3	1.1	1.3	1.2	1.2	1.2	.9	1.1	1.3	.9	1.1
Mean of Means		5.7	6.0	5.6	5.6	5.2	5.2	5.5	5.5	5.2	5.2	5.3	5.7	5.1	4.8	5.4	5.0

Education level was coded as follows:

1=No schooling	5=High school incomplete
2=K through 3rd	6=High school complete
3=4th through 6th	7=College incomplete
4=7th through 8th	8=College complete

Table A3-9

DISTRIBUTION OF FATHER'S EDUCATION BY SPECIAL SPONSOR BY FT/NFT FOR COHORT II KINDERGARTEN

		Self-sponsored Sites																	
		Detroit		New York		Philadelphia		Portland		San Diego		ZIM		SEDL		Home-School Partnership		Cal Process	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
No Schooling	Percent	-	-	-	-	-	-	-	-	-	-	6.7	-	1.6	3.8	-	-	6.3	-
	Number	-	-	-	-	-	-	-	-	-	-	1	-	2	5	-	-	6	-
K-3	Percent	-	-	-	-	-	-	-	-	-	17.6	-	-	8.1	6.9	-	-	8.4	5.5
	Number	-	-	-	-	-	-	-	-	-	3	-	-	10	9	-	-	8	3
4-6	Percent	-	-	9.1	1.9	6.3	8.7	10.5	-	16.7	-	6.7	1.9	27.6	13.8	-	1.9	13.7	5.5
	Number	-	-	1	1	1	2	2	-	2	-	1	1	34	18	-	1	13	3
7-8	Percent	36.4	9.1	-	3.8	-	26.1	5.3	19.2	8.3	5.9	-	3.8	15.4	20.8	-	3.8	14.7	10.9
	Number	4	1	-	2	-	6	1	5	1	1	-	2	19	27	-	2	14	6
High School Incomplete	Percent	18.2	72.7	-	21.2	25.0	39.1	5.2	23.1	41.7	11.8	40.0	21.2	22.0	20.8	71.4	21.2	18.9	27.3
	Number	2	8	-	11	4	9	1	6	5	2	6	11	27	27	5	11	18	15
High School Complete	Percent	27.3	18.2	36.4	57.7	62.5	17.4	31.6	46.2	16.7	41.2	46.7	57.7	20.3	24.6	28.6	57.7	30.5	27.3
	Number	3	2	4	30	10	4	6	12	2	7	7	30	25	32	2	30	29	15
College Incomplete	Percent	9.1	-	18.2	15.4	6.3	4.3	31.6	11.5	16.7	23.5	-	15.4	3.3	6.2	-	15.4	7.4	18.2
	Number	1	-	2	8	1	1	6	3	2	4	-	8	4	8	-	8	7	10
College Complete	Percent	9.1	-	36.4	-	-	4.3	15.8	-	-	-	-	-	1.6	3.1	-	-	-	5.5
	Number	1	-	4	-	-	1	3	-	-	-	-	-	2	4	-	-	-	3
Respondent	Percent	25.6	29.7	55.0	21.2	18.6	18.5	42.2	56.5	16.9	40.5	28.3	21.2	32.9	49.6	26.9	21.2	39.4	45.1
	Number	11	11	11	52	16	23	19	26	12	17	15	52	123	130	7	52	95	55
Non-respondent	Percent	74.4	70.3	45.0	78.8	81.4	81.5	57.8	43.5	83.1	59.5	71.7	78.8	67.1	50.4	73.1	78.8	60.6	54.9
	Number	32	26	9	193	70	101	26	20	59	25	38	193	251	132	19	193	146	67
Grand Total	Percent	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number	43	37	20	245	86	124	45	46	71	42	53	245	374	262	26	245	241	122
Mean		5.4	5.1	6.6	5.8	5.6	5.0	6.2	5.5	5.1	5.3	5.1	5.8	4.3	4.6	5.3	5.8	4.5	5.4
Median		5.2	5.1	6.8	5.9	5.8	4.9	6.4	5.7	5.1	5.9	5.4	5.9	4.3	4.7	5.2	5.9	4.9	5.5
Standard Deviation		1.4	.5	1.5	.8	.9	1.2	1.5	.9	1.3	1.8	1.4	.8	1.5	1.6	.5	.8	1.7	1.5
Mean of Means		5.4	5.1	6.3	5.8	5.6	5.0	6.2	5.6	5.1	5.3	5.1	5.8	4.3	4.8	5.3	5.8	4.4	5.4

Education level was coded as follows:

1=No schooling
2=K through 3rd
3=4th through 6th
4=7th through 8th
5=High school incomplete
6=High school complete
7=College incomplete
8=College complete

Table A3-10

DISTRIBUTION OF MOTHER'S OCCUPATION
BY CORE SPONSOR BY FT/NFT
FOR COHORT II KINDERGARTEN

		U.S. Population	Analytic Sample		Responsive Education		TEEM		Bank Street		DIM		Behavior Analysis		Cognitive Curriculum		Parent Education		EDC	
			FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Professional, Semi-Professional	*Percent*	14.8	3.6	5.5	8.9	12.0	5.9	6.9	.9	2.3	.8	5.3	1.7	3.2	-	6.7	-	2.6	6.7	2.9
	Number		62	69	24	33	11	9	2	6	1	9	4	6	-	7	-	4	6	2
Farmers, Farm Members	*Percent*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Number		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proprietors, Managers, and Officials	*Percent*	3.5	1.5	2.0	2.6	3.3	2.2	.8	1.8	1.2	-	2.4	.9	1.1	1.1	1.9	2.5	1.3	1.1	-
	Number		26	25	7	9	4	1	4	3	-	4	2	2	1	2	3	2	1	-
Clerical and Kindred Workers	*Percent*	32.9	19.1	24.3	27.3	31.6	21.1	27.5	15.9	23.3	20.2	22.5	16.3	28.1	15.8	33.7	10.8	21.7	24.7	20.6
	Number		330	303	74	87	39	36	36	60	26	38	38	52	15	35	13	33	22	14
Sales	*Percent*	6.9	1.9	3.2	1.8	2.9	2.2	7.6	2.2	1.6	2.3	.6	2.1	2.2	-	-	4.2	2.6	2.2	1.5
	Number		32	40	5	8	4	10	5	4	3	1	5	4	-	-	5	4	2	1
Craftsmen, Foremen, and Kindred Workers	*Percent*	1.7	1.5	2.8	.7	1.5	.5	.8	4.9	4.3	.8	6.5	.9	7.0	2.1	4.8	.8	2.0	1.1	4.4
	Number		26	35	2	4	1	1	11	11	1	11	2	13	2	5	1	3	1	3
Operatives and Kindred Workers	*Percent*	12.8	18.8	21.6	12.2	11.6	20.5	20.6	28.3	29.1	25.6	24.9	9.9	21.6	15.8	27.9	19.2	23.0	29.2	38.2
	Number		324	269	33	32	38	27	64	75	33	42	23	40	15	29	23	35	26	26
Service Workers	*Percent*	15.2	50.5	38.7	12.1	35.3	46.5	35.9	45.6	38.4	48.8	36.7	67.0	36.2	65.3	25.0	61.7	46.7	33.7	30.9
	Number		870	482	446	97	86	47	103	99	63	62	156	67	62	26	74	71	30	21
Farm Laborers and Farm Foremen	*Percent*	.2	2.9	1.6	1.1	1.5	1.1	-	.4	-	1.6	1.2	.9	.5	-	-	.8	-	-	-
	Number		50	20	3	4	2	-	1	-	2	2	2	1	-	-	1	-	-	-
Laborers	*Percent*	.9	.2	.2	.7	.4	-	-	-	-	-	-	.4	-	-	-	-	-	1.1	1.5
	Number		4	2	2	1	-	-	-	-	-	-	1	-	-	-	-	-	1	1
Never Worked	*Percent*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Number		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Respondent	*Percent*		52.2	58.4	67.4	74.5	51.2	59.5	65.3	44.8	39.2	42.5	55.9	39.8	80.5	43.2	44.9	46.9	53.0	42.5
	Number		1724	1245	271	275	185	131	226	258	129	169	233	185	95	104	120	152	89	68
Non-respondent	*Percent*		47.8	41.6	32.6	25.5	48.8	40.5	34.7	55.2	60.8	57.5	44.1	60.2	19.5	56.8	55.1	53.1	47.0	57.5
	Number		1580	887	131	94	176	89	120	318	200	229	184	280	23	137	147	172	79	92
Grand Total	*Percent*		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number		3304	2132	402	369	361	220	346	576	329	398	417	465	118	241	267	324	168	160
Mean			13.3	13.8	14.0	14.5	13.6	14.1	13.2	13.6	13.2	13.8	12.9	13.8	12.9	14.3	12.9	13.5	13.9	13.5
Median			12.4	12.9	12.8	14.4	12.6	13.2	12.6	12.9	12.5	13.0	12.3	13.1	12.3	13.4	12.3	12.6	13.0	13.0
Standard Deviation			2.0	2.1	2.4	2.5	2.2	2.2	1.6	1.8	1.6	2.1	1.8	1.9	1.5	.1	1.5	1.9	2.2	1.8
Mean of Means			13.4	13.9	13.7	14.2	14.0	13.9	13.3	13.5	13.3	13.5	13.0	13.8	13.2	13.8	12.8	13.5	13.9	13.4

Occupational category was coded as follows:

19=Professional, semi-professional
18=Farmers, farm members
17=Proprietors, managers, and officials
16=Sales
15=Craftsmen, foremen, and kindred workers
14=Operatives and kindred workers
13=Service workers
12=Farm laborers and foremen
11=Laborers

Source for U.S. Population: Census of Population: 1970, General Social and Economic Characteristics, U.S. Bureau of the Census Final Report PC(1)-C1, United States Summary, U.S. Government Printing Office, Washington, D.C., 1972.

Table A3-11

DISTRIBUTION OF MOTHER'S OCCUPATION BY SPECIAL SPONSOR BY FT/NFT FOR COHORT II KINDERGARTEN

		U.S. Population	Analytic Sample		Self-Sponsored Sites										ILM		SEDL		Home-School Partnership		Cal Process	
					Detroit		New York		Philadelphia		Portland		San Diego									
			FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Professional, Semi-professional	Percent	14.8	3.6	5.5	3.2	-	26.7	3.7	2.9	5.0	3.2	6.1	-	5.9	-	3.7	3.4	4.8	-	3.7	2.5	1.4
	Number		62	69	1	-	4	3	1	2	1	2	-	1	-	3	4	6	-	3	3	1
Farmers, Farm Members	Percent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Number		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proprieters, Managers, and Officials	Percent	3.5	1.5	2.0	-	-	-	2.4	-	-	6.5	-	-	-	-	2.4	1.7	3.2	-	2.4	-	27
	Number		26	25	-	-	-	2	-	-	2	-	-	-	-	2	2	4	-	2	-	2
Clerical and Kindred Workers	Percent	32.9	19.1	24.3	12.9	20.0	26.7	32.9	26.5	27.5	29.0	18.2	13.0	41.2	22.2	32.9	14.5	25.0	38.9	32.9	16.0	21.6
	Number		330	303	4	5	4	27	9	11	9	6	3	7	8	27	17	31	7	27	19	16
Sales	Percent	6.9	1.9	3.2	3.2	4.0	-	-	-	2.5	-	6.1	4.3	11.8	-	-	.9	3.2	-	-	-	4.1
	Number		32	40	1	1	-	-	-	1	-	2	1	2	-	-	1	4	-	-	-	3
Craftsmen, Foremen, and Kindred Workers	Percent	1.7	1.5	2.8	3.2	-	-	7.3	-	5.0	3.2	3.0	-	-	5.6	7.3	.9	4.0	-	7.3	.8	2.7
	Number		26	35	1	-	-	6	-	2	1	1	-	-	2	6	1	5	-	6	1	2
Operatives and Kindred Workers	Percent	12.8	18.8	21.6	19.4	16.0	20.0	20.7	17.6	32.5	12.9	24.2	13.0	17.6	13.9	20.7	17.1	24.2	22.2	20.7	19.3	20.3
	Number		324	269	6	4	3	17	6	13	4	8	3	3	5	17	20	30	4	17	23	15
Service Workers	Percent	15.2	50.5	38.7	58.1	60.0	26.7	32.9	52.9	27.5	45.2	42.4	69.6	23.5	58.3	32.9	42.7	29.8	38.9	32.9	47.1	39.2
	Number		870	482	18	15	4	27	18	11	14	14	16	4	21	27	50	37	7	27	56	29
Farm Laborers and Farm Foremen	Percent	.2	2.9	1.6	-	-	-	-	-	-	-	-	-	-	-	-	18.8	5.6	-	-	14.3	8.1
	Number		50	20	-	-	-	-	-	-	-	-	-	-	-	-	22	7	-	-	17	6
Laborers	Percent	.9	.2	.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Number		4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Never Worked	Percent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Number		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Respondent	Percent		52.2	58.4	72.1	67.6	75.0	33.5	39.5	32.3	68.9	71.7	32.4	40.5	67.9	33.5	31.3	47.3	69.2	33.5	49.4	60.7
	Number		1724	1245	31	25	15	82	34	40	31	33	23	17	36	82	117	124	18	82	119	74
Non-Respondent	Percent		47.8	41.6	27.9	32.4	25.0	66.5	60.5	67.7	31.1	28.3	67.6	59.5	32.1	66.5	68.7	52.7	30.8	66.5	50.6	39.3
	Number		1580	887	12	12	5	163	52	84	14	13	48	25	17	163	257	138	8	163	122	48
Grand Total	Percent		100	100	12	12	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number		3304	2132	43	37	20	245	86	124	45	46	71	42	53	245	374	262	26	245	241	122
Mean			13.3	13.8	13.1	13.1	15.1	14.0	13.4	14.0	13.9	13.6	12.8	14.6	13.1	14.1	12.9	13.9	13.8	14.1	12.9	13.4
Median			12.4	12.9	12.4	12.3	15.6	13.3	12.4	13.2	12.9	12.8	12.2	15.2	12.4	13.3	12.2	13.1	13.0	13.3	12.3	12.6
Standard Deviation			2.0	2.1	1.8	1.6	2.9	2.0	2.0	2.0	2.2	2.1	1.4	2.1	1.6	2.0	2.0	2.1	1.9	2.0	1.9	1.9
Mean of Means			13.3	13.8	13.1	13.1	15.1	14.1	13.4	13.9	13.9	13.6	12.8	14.6	13.1	14.0	13.0	13.8	13.8	14.0	12.6	13.4

Occupational category was coded as follows:

19=Professional, semi-professional
18=Farmers, farm members
17=Proprietors, managers, and officials
16=Sales
15=Craftsmen, foremen, and kindred workers
14=Operatives and kindred workers
13=Service workers
12=Farm laborers and farm foremen
11=Laborers

Source for U.S. Population: Census of Population: 1970, General Social and Economic Characteristics, U.S. Bureau of the Census Final Report PC91-C1, United States Summary, U.S. Government Printing Office, Washington, D.C., 1972.

Table A3-12

DISTRIBUTION OF FATHER'S OCCUPATION
BY CORE SPONSOR BY FT/NFT
FOR COHORT II KINDERGARTEN

		U.S. Population	Analytic Sample		Responsive Education		TEEM		Bank Street		DIM		Behavior Analysis		Cognitive Curriculum		Parent Education		EDC	
			FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Professional, Semi-professional	*Percent*	13.5	6.5	6.4	19.1	14.3	8.3	5.7	3.1	5.4	1.2	5.0	4.6	5.5	-	5.1	-	2.0	5.4	4.8
	Number		72	65	38	35	9	6	4	10	1	6	6	7	-	4	-	2	3	2
Farmers, Farm Members	*Percent*	2.7	1.4	.8	-	-	-	-	-	-	-	-	3.1	1.6	-	-	-	-	-	-
	Number		15	8	-	-	-	-	-	-	-	-	4	2	-	-	-	-	-	-
Proprietors, Managers, and Officials	*Percent*	10.6	4.8	7.6	6.0	7.3	6.4	19.8	6.1	4.9	3.5	4.2	3.1	3.1	4.1	7.6	2.9	1.0	3.6	-
	Number		53	77	12	18	7	21	8	9	3	5	4	4	2	6	2	1	2	-
Clerical and Kindred Workers	*Percent*	7.2	4.9	5.2	6.5	5.3	4.6	6.6	3.8	3.8	10.6	8.4	5.3	7.9	4.1	11.4	4.3	6.1	1.8	4.8
	Number		54	52	13	13	5	7	5	7	9	10	7	10	2	9	3	6	1	2
Sales	*Percent*	6.8	2.3	3.6	4.0	7.3	2.8	4.7	2.3	.5	2.4	-	2.3	1.6	6.1	3.8	-	4.1	1.8	2.4
	Number		26	36	8	18	3	5	3	1	2	-	3	2	3	3	-	4	1	1
Craftsmen, Foremen, and Kindred Workers	*Percent*	19.7	17.4	22.0	18.1	24.1	18.3	26.4	16.8	20.7	17.6	14.3	11.5	20.5	22.4	24.1	15.9	21.4	23.2	21.4
	Number		193	222	36	59	20	28	22	38	15	17	15	26	11	19	11	21	13	9
Operatives and Kindred Workers	*Percent*	12.7	31.7	30.4	22.6	26.1	4.4	16.0	35.1	31.6	44.7	41.2	28.2	27.6	32.7	19.0	52.2	37.8	42.9	47.6
	Number		351	306	45	64	44	17	46	57	38	49	37	35	16	15	36	37	24	20
Service Workers	*Percent*	7.6	17.9	13.4	14.1	10.2	11.0	14.2	24.4	20.7	15.3	21.8	23.7	23.6	24.5	36.6	15.9	12.2	8.9	9.5
	Number		198	135	28	25	12	15	32	38	13	26	31	30	12	21	11	12	.5	4
Farm Laborers and Farm Foremen	*Percent*	1.6	5.2	2.3	1.0	.8	-	-	-	.5	-	-	9.9	4.7	-	-	-	1.0	-	2.4
	Number		58	23	2	2	-	-	-	1	-	-	13	6	-	-	-	1	-	1
Laborers	*Percent*	6.1	7.9	8.3	8.5	4.5	8.3	6.6	8.4	12.5	4.7	5.0	8.4	3.9	6.1	2.5	8.7	14.3	12.5	7.1
	Number		87	84	17	11	9	7	11	23	4	6	11	5	3	2	6	14	7	3
Never Worked	*Percent*		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Number		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Respondent	*Percent*		31.3	47.3	49.5	66.4	30.2	48.2	37.9	31.9	25.8	29.9	31.4	27.3	41.5	32.8	25.8	30.2	33.3	26.2
	Number		1107	1008	199	245	109	106	131	184	85	119	131	127	49	79	69	98	56	42
Non-respondent	*Percent*		68.7	52.7	50.5	33.6	69.8	51.8	62.1	68.1	74.2	70.1	68.6	72.7	58.5	67.2	74.2	69.8	66.7	73.8
	Number		2197	1124	203	124	252	114	215	392	244	279	286	338	69	162	198	226	112	118
Grand Total	*Percent*		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number		3304	2132	402	369	361	220	346	576	329	398	417	465	118	241	267	324	168	160
Mean			13.5	13.7	14.4	14.4	13.8	14.3	13.3	13.3	13.5	13.5	13.2	13.6	13.2	13.9	13.0	13.1	13.3	13.3
Median			13.1	13.4	13.7	13.8	13.3	14.0	13.0	13.0	13.2	13.1	12.8	13.1	13.1	13.6	13.0	13.1	13.2	13.2
Standard Deviation			2.2	2.2	2.8	2.4	2.2	2.3	1.9	2.2	1.6	2.0	2.2	2.1	1.5	2.0	1.4	1.8	2.0	1.8
Mean of Means			13.5	13.5	14.1	14.2	14.0	13.9	13.4	13.2	13.4	13.5	13.2	13.4	13.2	14.0	12.8	13.1	13.3	13.3

Occupational category was coded as follows:

19=Professional, semi-professional
18=Farmers, farm members
17=Proprietors, managers, and officials
16=Clerical and kindred workers
15=Sales
14=Craftsmen, foremen, and kindred workers
13=Operatives and kindred workers
12=Service workers
11=Farm laborers and farm foremen
10=Laborers

Source for U.S. Population: Census of Population: 1970, General Social and Economic Characteristics, U.S. Bureau of the Census Final Report PC91-C1, United States Summary, U.S. Government Printing Office, Washington, D.C., 1972.

Table A3-13

DISTRIBUTION OF FATHER'S OCCUPATION BY SPECIAL SPONSOR BY FT/NFT FOR COHORT II KINDERGARTEN

		U.S. Population	Analytic Sample		Self-sponsored Sites										ILM		SEDL		Home-School		Cal Process	
					Detroit		New York		Philadel-phia		Portland		San Diego									
			FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Professional, Semi-professional	Percent	13.5	6.5	6.4	9.1	-	36.4	5.8	6.3	8.3	10.5	-	-	-	-	5.8	4.1	4.7	-	5.8	-	3.6
	Number		72	65	1	-	4	3	1	2	2	-	-	-	-	3	5	6	-	3	-	2
Farmers, Farm Members	Percent	2.7	1.4	.8	-	-	-	-	-	-	-	-	-	-	-	-	8.3	3.9	-	-	1.0	1.8
	Number		15	8	-	-	-	-	-	-	-	-	-	-	-	-	10	5	-	-	1	1
Proprietors, Managers, and Officials	Percent	10.6	4.8	7.6	-	-	9.1	3.8	6.3	-	15.8	-	8.3	-	20.0	3.8	2.5	10.9	16.7	3.8	-	7.1
	Number		53	77	-	-	1	2	1	-	3	-	1	-	3	2	3	14	1	2	-	4
Clerical and Kindred Workers	Percent	7.2	4.9	5.2	-	-	-	11.5	6.3	4.2	10.5	7.7	8.3	11.8	-	11.5	1.7	1.6	16.7	11.5	5.2	7.1
	Number		54	52	-	-	-	6	1	1	2	2	1	2	-	6	2	2	1	6	5	4
Sales	Percent	6.8	2.3	3.6	-	-	9.1	-	-	-	-	-	-	-	-	-	.8	.8	-	-	1.0	1.8
	Number		26	36	-	-	1	-	-	-	-	-	-	-	-	-	1	1	-	-	1	1
Craftsmen, Foremen, and Kindred Workers	Percent	19.7	17.4	22.0	18.2	16.7	-	11.5	25.0	20.8	10.5	19.2	16.7	29.4	6.7	11.5	19.8	16.3	-	11.5	18.8	17.9
	Number		193	222	2	2	-	6	4	5	2	5	2	5	1	6	24	21	-	6	18	10
Operatives and Kindred Workers	Percent	12.7	31.7	30.4	54.5	50.0	18.2	25.0	18.8	37.5	21.1	57.7	25.0	23.5	20.0	25.0	26.4	31.0	50.0	25.0	24.0	26.8
	Number		351	306	6	6	2	13	3	9	4	15	3	4	3	13	32	40	3	13	23	15
Service Workers	Percent	7.6	17.9	13.4	9.1	16.7	18.2	38.5	18.8	12.5	21.1	7.7	33.3	23.5	46.7	38.5	7.4	6.2	16.7	38.5	29.2	21.4
	Number		198	135	1	2	2	20	3	3	4	2	4	4	7	20	9	8	1	20	28	12
Farm Laborers and Farm Foremen	Percent	1.6	5.2	2.3	-	-	-	-	-	4.2	-	-	-	-	-	-	20.7	10.9	-	-	18.8	3.6
	Number		58	23	-	-	-	-	-	1	-	-	-	-	-	-	25	14	-	-	18	2
Laborers	Percent	6.1	7.9	8.3	9.1	16.7	9.1	3.8	18.8	12.5	10.5	7.7	8.3	11.8	6.7	3.8	8.3	14.0	-	3.8	2.1	8.9
	Number		87	84	1	2	1	2	3	3	2	2	1	2	1	2	10	18	-	2	2	5
Never Worked	Percent		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Number		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Respondent	Percent		31.3	47.3	25.6	32.4	55.0	21.2	18.6	19.4	42.2	56.5	16.9	40.5	28.3	21.2	32.4	49.2	23.1	21.2	39.8	45.9
	Number		1107	1008	11	12	11	52	16	24	19	26	12	17	15	52	121	129	6	52	96	56
Non-respondent	Percent		68.7	52.7	74.4	67.6	45.0	78.8	81.4	80.6	57.8	43.5	83.1	59.5	71.7	78.8	67.6	50.8	76.9	78.8	60.2	54.1
	Number		2197	1124	32	25	9	193	70	100	26	20	59	25	38	193	253	133	20	193	145	66
Grand Total	Percent		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number		3304	2132	43	37	20	245	86	124	45	46	71	42	53	245	374	262	26	245	241	122
Mean			13.5	13.7	13.4	12.5	15.3	13.5	13.3	13.2	14.2	13.1	13.2	13.1	13.2	13.5	13.3	13.4	14.0	13.5	12.7	13.5
Median			13.1	13.6	13.1	12.8	15.0	12.8	13.2	13.1	13.4	13.1	12.8	13.1	12.4	12.8	13.0	13.1	13.2	12.8	12.5	13.1
Standard Deviation			2.24	2.2	2.2	1.3	3.4	2.1	2.5	2.3	2.8	1.3	1.9	1.7	2.1	2.1	2.4	2.5	2.0	2.1	1.45	2.2
Mean of Means			13.5	13.5	13.4	12.5	15.3	13.5	13.3	13.3	14.2	13.1	13.2	13.1	13.2	13.5	13.2	13.3	14.0	13.5	12.7	13.5

Occupational category was coded as follows:

19=Professional, semi-professional
18=Farmers, farm members
17=Proprietors, managers, and officials
16=Clerical and kindred workers
15=Sales
14=Craftsmen, foremen, and kindred workers
13=Operatives and kindred workers
12=Service workers
11=Farm laborers and farm foremen
10=Laborers

Source for U.S. Population: Census of Population: 1970, General Social and Economic Characteristics, U.S. Bureau of the Census Final Report PC91-C1, United States Summary, U.S. Government Printing Office, Washington, D.C., 1972.

Table A3-14

DISTRIBUTION OF HOUSEHOLD INCOME BY FT/NFT FOR COHORT III KINDERGARTEN FOR CORE SPONSORS

		RESPONSIVE EDUCATION		TEEM		BANK STREET		DIM		BEHAVIOR ANALYSIS		COGNITIVE CURRICULUM		PARENT EDUCATION		EDC		IELP	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
$1500	*Percent*	3.4	6.5	4.1	2.8	7.5	3.7	10.3	8.8	12.9	12.9	8.9	6.9	10.7	9.6	4.6	7.1	7.7	2.3
	Number	6	14	11	6	9	3	16	11	44	18	17	11	22	12	11	8	16	3
$2000	*Percent*	12.4	3.7	4.9	2.8	10.8	2.5	10.3	3.2	14	9.3	14.6	4.4	12.1	4.8	5	6.2	4.3	3.8
	Number	22	8	13	6	13	2	16	4	48	13	28	7	25	6	12	7	9	5
$2500	*Percent*	14	10.2	11.2	3.3	12.5	4.9	13.5	6.4	10.5	13.6	14.1	8.2	12.1	4	4.6	2.7	8.6	2.3
	Number	25	22	30	7	15	4	21	8	36	19	27	13	25	5	11	3	18	3
$3200	*Percent*	10.7	6.5	9	4.7	3.3	8.6	11	5.6	9.4	9.1	10.9	4.4	7.3	4	8.8	4.4	5.7	2.3
	Number	19	14	24	10	4	7	17	7	32	13	21	7	15	5	21	5	12	3
$3800	*Percent*	3.9	4.2	5.2	1.9	5.8	2.5	6.5	4	6.7	2.9	7.3	5	3.4	3.2	5	4.4	7.7	
	Number	7	9	14	4	7	2	10	5	23	4	14	8	7	4	12	5	16	
$4200	*Percent*	1.7	.9	5.6	3.3	1.7	1.2	6.5	3.2	4.4	3.6	3.6	2.5	4.9	1.6	3.4	.9	3.3	1.5
	Number	3	2	15	7	2	1	10	4	15	5	7	4	10	2	8	1	7	2
$4400	*Percent*	4.5	2.3	2.2	.9	.8	1.2	4.5	.8	2.9	2.9	4.2	1.3	2.9	.8	4.6	2.7	2.4	1.5
	Number	8	5	6	2	1	1	7	1	10	4	8	2	6	1	11	3	5	2
$4700	*Percent*	5.1	2.8	3.7	1.4	3.3		4.5	2.4	3.2	2.9	2.1	3.8	2.9	1.6	3.8	6.2	1.9	2.3
	Number	9	6	10	3	4		7	3	11	4	4	6	6	2	9	7	4	3
$5000	*Percent*	3.9	3.7	4.5	4.7	5	3.7	5.2	5.6	4.7	3.6	4.2	5	3.4	3.2	6.3	4.4	4.3	4.5
	Number	7	8	12	10	6	3	8	7	16	5	8	8	7	4	15	5	9	6
$5200	*Percent*	5.1	2.3	7.5	3.3	3.3	4.9	2.6	4	4.1	4.3	2.1	4.4	2.4	2.4	5	4.4	2.9	3.8
	Number	9	5	20	7	4	4	4	5	14	6	4	7	5	3	12	5	6	5
$5700	*Percent*	3.4	2.8	5.2	.9	5.8	3.7	9	6.4	3.8	5	3.1	5	5.3	11.2	7.1	2.7	7.2	7.5
	Number	6	6	14	2	7	3	14	8	13	7	6	8	11	14	17	3	15	10
$6200	*Percent*	1.7	3.7	4.5	6.1	5.8	3.7	3.2	3.2	2.3	1.4	2.6	7.5	1.9	5.6	2.9	5.3	4.8	3.8
	Number	3	8	12	13	7	3	5	4	8	2	5	12	4	7	7	6	10	5
$6800	*Percent*	1.1	3.7	4.1	3.7	5.8	8.6	1.3	4.8	2.3	4.3	3.1	4.4	2.9	1.6	3.8	9.7	2.4	6.8
	Number	2	8	11	8	7	7	2	6	8	6	6	7	6	2	9	11	5	9
$7200	*Percent*	2.2	2.8	3	2.8	2.5	1.2	.6	.8	2.3	1.4	1.6	4.4	1.5	3.2	2.9	2.7	1.9	3.8
	Number	4	6	8	6	3	1	1	1	8	2	3	7	3	4	7	3	4	5
$7400	*Percent*	2.2	2.8	1.1	2.3	2.5	1.2	.6	1.6	1.5	1.4	2.1	.6	1.5	2.4	1.7	2.7	1.4	.8
	Number	4	6	3	5	3	1	1	2	5	2	4	1	3	3	4	3	3	1
$7700	*Percent*	2.2	3.3	1.9	2.3	3.3	3.7	.6	3.2	2.9	2.1	.5	1.9	2.4	3.2	2.5	2.7	2.4	1.5
	Number	4	7	5	5	4	3	1	4	10	3	1	3	5	4	6	3	5	2
$8000	*Percent*	3.9	2.8	2.2	3.3	2.5	6.2	.6	4.8	1.8	2.1	2.1	4.4	2.9	3.2	3.4	2.7	2.9	3
	Number	7	6	6	7	3	5	1	6	6	3	4	7	6	4	8	3	6	4
$8200	*Percent*	1.7	3.7	1.9	2.8	5	4.9	1.3	.8	.9	2.1		1.3	2.9	3.2	4.2	4.4	2.9	4.5
	Number	3	8	5	6	6	4	2	1	3	3		2	6	4	10	5	6	6
$8700	*Percent*	3.9	6	1.9	2.3	2.5	6.2	2.6	4	1.5	3.6	4.7	3.1	2.4	4	3.4	2.7	3.3	6
	Number	7	13	5	5	3	5	4	5	5	5	9	5	5	5	8	3	7	8
$9200	*Percent*	1.7	3.3	3	5.1	.8	3.7	1.3	3.2	1.8	.7		3.1	1.0	2.4	3.8	1.9	1.9	6.8
	Number	3	7	8	11	1	3	2	4	6	1		5	2	3	9	4	4	9
$9800	*Percent*	2.2	5.6	1.5	5.6	2.5	1.2	2.6	2.4	.9	2.1	1	3.8	1.5	4	2.9	1.9	1.9	4.5
	Number	4	12	4	12	3	1	4	3	3	3	2	6	3	5	7	4	4	6
$9999+	*Percent*	9	16.3	11.9	33.6	6.7	22.2	1.3	20.8	5.3	8.6	7.3	14.5	11.7	20.8	10.1	18.3	18.2	27.1
	Number	16	35	32	72	8	18	2	26	18	12	14	23	24	26	24	38	38	36
Respondent	*Percent*	58.4	93.1	58.8	80.5	49.2	36.5	44.9	71.8	51.9	37.3	74.1	72.6	55.4	84.5	75.3	58.5	75.7	92.4
	Number	178	215	268	214	120	81	155	125	342	140	192	159	206	125	238	113	209	133
Non-Respondent	*Percent*	41.6	6.9	41.2	19.5	50.8	63.5	55.1	28.2	48.1	62.7	25.9	27.4	44.6	15.5	24.7	41.5	24.3	7.6
	Number	127	16	188	52	124	141	190	49	317	235	67	60	166	23	78	80	67	11
Grand Total	*Percent*	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number	305	231	456	266	244	222	345	174	659	375	259	219	372	148	316	193	276	144
Mean ($)		5050	6200	5450	7370	5180	6760	4200	6180	4340	4760	4420	5940	4040	6360	5790	6130	5830	7360
Median ($)		4470	6710	5080	8070	5070	7200	3850	5790	3800	4220	3740	5760	4280	6240	5250	6250	5630	8020
Standard Deviation		2740	2960	2640	2760	2680	2730	2210	2950	2520	2790	2600	2790	2880	2950	2610	2740	2900	2550
Mean of Means		4580	5800	5450	7600	5210	6460	4200	61[illegible]	4280	4210	4310	5830	5020	6460	5490	6140	5360	7070

Table A3-15

DISTRIBUTION OF HOUSEHOLD INCOME BY FT/NFT FOR COHORT III KINDERGARTEN FOR SPECIAL SPONSORS

		ILM		SEDL		HOME-SCHOOL PARTNERSHIP		SELF-SPONSORED			
								NEW YORK, NY		PHILADELPHIA, PA	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
$1500	Percent	10.5	11.1	6.3	5.2	11.5			2.2	3.1	4.8
	Number	4	1	5	4	3			1	1	2
$2000	Percent	2.6		7.6	5.2				4.4	6.3	4.8
	Number	1		6	4				2	2	2
$2500	Percent	13.2	11.1	7.6	9.1	15.4		9.1	4.4	9.4	4.8
	Number	5	1	6	7	4		1	2	3	2
$3200	Percent	10.5		5.1	7.8	3.8		9.1		6.3	9.5
	Number	4		4	6	1		1		2	4
$3800	Percent	5.3		11.4	7.8	11.5	9.1	9.1	6.7	6.3	4.8
	Number	2		9	6	3	2	1	3	2	2
$4200	Percent	2.6	11.1	8.9	1.3	7.7	18.2		6.7	9.4	4.8
	Number	1	1	7	1	2	4		3	3	2
$4400	Percent	2.6		8.9.	10.4		9.1	9.1	2.2	3.1	
	Number	1		7	8		2	1	1	1	
$4700	Percent			6.3		7.7			13.3	9.4	7.1
	Number			5		2			6	3	3
$5000	Percent	7.9	11.1	2.5	1.3	3.8	9.1	9.1	11.1	3.1	4.8
	Number	3	1	2	1	1	2	1	5	1	2
$5200	Percent	10.5	22.2	3.8	2.6	7.7	4.5	9.1	4.4	3.1	
	Number	4	2	3	2	2	1	1	2	1	
$5700	Percent	7.9	11.1	8.9	7.8	7.7	18.2		6.7	9.4	9.5
	Number	3	1	7	6	2	4		3	3	4
$6200	Percent	5.3		3.8	6.5	11.5	9.1			3.1	2.4
	Number	2		3	5	3	2			1	1
$6800	Percent	5.3		1.3	3.9	3.8	4.5	9.1	4.4	3.1	7.1
	Number	2		1	3	1	1	1	2	1	3
$7200	Percent			1.3	2.6				4.4	3.1	4.8
	Number			1	2				2	1	2
$7400	Percent		11.1	1.3			4.5		4.4		4.8
	Number		1	1			1		2		2
$7700	Percent	5.3	11.1	1.3	3.9					3.1	2.4
	Number	2	1	1	3					1	1
$8000	Percent	2.6			2.6					9.4	
	Number	1			2					3	
$8200	Percent	2.6		1.3	3.9	7.7					4.8
	Number	1		1	3	2					2
$8700	Percent								13.3	3.1	
	Number								6	1	
$9200	Percent			1.3	3.9		4.5		4.4		2.4
	Number			1	3		1		2		1
$9800	Percent			1.3	1.3		4.5		6.7	3.1	2.4
	Number			1	1		1		3	1	1
$9999+	Percent	5.3		10.1	13.0		4.5	36.4		3.1	14.3
	Number	2		8	10		1	4		1	6
Respondent	Percent	74	16	31	58	76	76	79	94	32	32
	Number	38	9	79	77	26	22	11	45	32	42
Non-Respondent	Percent	26	84	69	42	24	24	21	6	68	68
	Number	13	47	178	56	8	7	3	3	69	89
Grand Total	Percent	100	100	100	100	100	100	100	100	100	100
	Number	51	56	257	133	34	29	14	48	101	131
Mean ($)		4740	4930	4880	5580	4440	5760	6450	5830	5180	5880
Median ($)		4970	5150	4370	5250	4300	5300	5200	5080	4730	5700
Standard Deviation		2310	2020	2440	2720	1920	1860	3030	2310	2320	2670
Mean of Means		4740	4930	4830	5540	4440	5760	6450	5830	5180	5880

Table A3-16

DISTRIBUTION OF MOTHER'S EDUCATION
BY CORE SPONSOR BY FT/NFT
FOR COHORT III KINDERGARTEN

		Responsive Education		TEEM		Bank Street		DIM		Behavior Analysis		Cognitive Curriculum		Parent Education		EDC		IELP	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
No Schooling	*Percent*	-	-	1.5	-	-	4.8	-	.8	.3	.8	-	-	-	-	-	-	-	-
	Number	-	-	4	-	-	4	-	1	1	1	-	-	-	-	-	-	-	-
K-3	*Percent*	2.2	2.8	1.1	-	.8	7.2	-	-	.9	.8	2.7	3.4	1.5	1.5	-	.9	-	-
	Number	4	6	3	-	1	6	-	-	3	1	5	5	3	2	-	1	-	-
4-6	*Percent*	1.7	1.4	5.0	2.3	2.5	10.8	3.2	.8	5.0	5.3	4.3	5.4	2.5	9.2	2.1	.9	.5	1.5
	Number	3	3	13	5	3	9	5	1	16	7	8	8	5	12	5	1	1	2
7-8	*Percent*	8.4	6.5	7.6	2.8	9.2	13.3	11.4	10.9	6.9	10.5	8.6	9.4	14.2	8.5	7.9	9.2	2.9	1.5
	Number	15	14	20	6	11	11	18	14	22	14	16	14	29	11	19	10	6	2
High School Incomplete	*Percent*	31.3	30.7	34.0	25.2	40.0	18.1	41.8	41.4	48.1	50.4	35.7	34.2	39.2	33.1	46.1	39.4	23.8	21.3
	Number	56	66	89	54	48	16	66	53	153	67	66	51	80	43	111	43	50	29
High School Complete	*Percent*	45.8	45.6	40.5	48.1	40.0	34.9	37.3	28.9	31.1	26.3	35.1	37.6	34.8	36.9	35.7	43.1	62.4	57.4
	Number	82	98	106	103	48	29	59	37	99	35	65	56	71	48	86	47	131	78
College Incomplete	*Percent*	9.5	10.2	9.2	14.0	6.7	6.0	6.3	9.4	5.3	6.0	12.4	8.7	5.9	7.7	4.6	4.6	6.2	8.8
	Number	17	22	24	30	8	5	10	12	17	8	23	13	12	10	11	5	13	12
College Complete	*Percent*	1.1	2.8	1.1	7.5	.8	4.8	-	7.8	2.2	-	1.1	1.3	2.0	3.1	3.7	1.8	4.3	9.6
	Number	2	6	3	16	1	4	-	10	7	-	2	2	4	4	9	2	9	13
Respondent	*Percent*	58.7	93.1	57.5	80.5	49.2	37.4	45.8	73.6	48.3	35.5	71.4	68.0	54.8	87.8	76.3	56.5	76.1	94.4
	Number	179	215	262	214	120	83	158	128	318	133	185	149	204	130	241	109	210	136
Non-respondent	*Percent*	41.3	6.9	42.5	19.5	50.8	62.6	54.2	26.4	51.7	64.5	28.6	32.0	45.2	12.2	23.7	43.5	23.9	5.6
	Number	126	16	194	52	124	139	187	46	341	242	74	70	168	18	75	84	66	8
Grand Total	*Percent*	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number	305	231	456	266	244	222	345	174	659	375	259	219	372	148	316	193	276	144
Mean		5.5	5.6	5.4	5.9	5.4	4.9	5.3	5.6	5.3	5.1	5.4	5.3	5.3	5.3	5.4	5.4	5.8	6.0
Median		5.6	5.7	5.5	5.9	5.4	5.3	5.4	5.4	5.3	5.2	5.5	5.4	5.3	5.4	5.4	5.5	5.9	6.0
Standard Deviation		1.0	1.1	1.2	1.0	.9	1.7	.9	1.2	1.0	1.0	1.1	1.2	1.0	1.2	.9	.9	.8	1.0
Mean of Means		5.4	5.4	5.4	5.9	5.4	5.2	5.3	5.6	5.3	5.1	5.3	5.3	5.3	5.3	5.4	5.4	5.7	5.9

Education level was coded as follows:

1=No schooling	5=High school incomplete
2=K through 3rd	6=High school complete
3=4th through 6th	7=College complete
4=7th through 8th	8=College complete

Table A3-17

DISTRIBUTION OF MOTHER'S EDUCATION BY SPECIAL SPONSOR BY FT/NFT FOR COHORT III KINDERGARTEN

		Self-sponsored Sites				ILM		SEDL		Home-School Partnership	
		New York		Philadelphia							
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
No Schooling	Percent Number	- -	6.5 3	- -	- -	- -	- -	3.7 3	2.5 2	- -	4.2 1
K-3	Percent Number	- -	17.4 8	- -	- -	- -	- -	16.0 13	3.8 3	- -	4.2 1
4-6	Percent Number	9.1 1	26.1 12	10.0 3	2.3 1	- -	- -	11.1 9	13.9 11	- -	20.8 5
7-8	Percent Number	9.1 1	6.5 3	3.3 1	4.7 2	- -	- -	16.0 13	10.1 8	15.4 4	29.2 7
High School Incomplete	Percent Number	18.2 2	30.4 14	46.7 14	46.5 20	34.4 11	66.7 8	23.5 19	38.0 30	46.2 12	20.8 5
High School Complete	Percent Number	- -	13.0 6	40.0 12	44.2 19	53.1 17	33.3 4	21.0 17	24.1 19	30.8 8	8.3 2
College Incomplete	Percent Number	27.3 3	- -	- -	2.3 1	12.5 4	- -	4.9 4	6.3 5	3.8 1	8.3 2
College Complete	Percent Number	36.4 4	- -	- -	- -	- -	- -	3.7 3	1.3 1	3.8 1	4.2 1
Respondent	Percent Number	78.6 11	95.8 46	29.7 30	32.8 43	62.7 32	21.4 12	31.5 81	59.4 79	76.5 26	82.8 24
Non-respondent	Percent Number	21.4 3	4.2 2	70.3 71	67.2 88	37.3 19	78.6 44	68.5 176	40.6 54	23.5 8	17.2 5
Grand Total	Percent Number	100 14	100 48	100 101	100 131	100 51	100 56	100 257	100 133	100 34	100 29
Mean		6.4	3.8	5.2	5.4	5.8	5.3	4.4	4.8	5.4	4.4
Median		7.0	3.5	5.3	5.4	5.8	5.2	4.6	5.0	5.2	4.2
Standard Deviation		1.8	1.5	.9	.7	.7	.5	1.8	1.4	.9	1.6
Mean of Means		6.4	5.2	5.2	4.7	5.8	5.3	4.4	4.8	5.3	4.4

Educational level was coded as follows:

1=No schooling
2=K through 3rd
3=4th through 6th
4=7th through 8th
5=High school incomplete
6=High school complete
7=College incomplete
8=College complete

Table A3-18

DISTRIBUTION OF FATHER'S EDUCATION BY CORE SPONSOR BY FT/NFT FOR COHORT III KINDERGARTEN

		Responsive Education		TEEM		Bank Street		DIM		Behavior Analysis		Cognitive Curriculum		Parent Education		EDC		IELP	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
No Schooling	*Percent*	-	-	-	-	-	4.9	1.7	-	.7	3.7	-	-	-	1.0	-	-	-	-
	Number	-	-	-	-	-	3	1	-	1	3	-	-	-	1	-	-	-	-
K-3	*Percent*	2.0	.6	1.8	.6	-	8.2	1.7	-	2.0	11.1	3.6	5.2	2.4	1.0	1.4	-	.6	-
	Number	2	1	3	1	-	5	1	-	3	9	3	6	3	1	2	-	1	-
4-6	*Percent*	5.1	5.5	6.5	2.5	13.2	9.8	10.0	2.6	8.7	9.9	11.9	2.6	4.8	9.6	7.5	1.5	1.3	1.6
	Number	5	9	11	4	9	6	6	2	13	8	10	3	6	10	11	1	2	2
7-8	*Percent*	11.1	9.1	14.8	4.9	14.7	14.8	8.3	12.8	15.3	11.1	11.9	11.2	15.3	15.4	9.5	2.9	11.7	10.4
	Number	11	15	25	8	10	9	5	10	23	9	10	13	19	16	14	2	18	13
High School Incomplete	*Percent*	24.2	26.1	29.0	18.4	20.6	14.8	36.7	35.9	32.7	40.7	29.8	27.6	37.9	21.2	35.4	25.0	21.4	15.2
	Number	24	43	49	30	14	9	22	28	49	33	25	32	47	22	52	17	33	19
High School Complete	*Percent*	41.4	35.2	34.3	35.6	36.8	32.8	35.0	23.1	32.7	18.5	31.0	32.8	28.2	31.7	36.1	55.9	46.8	50.4
	Number	41	58	58	58	25	20	21	18	49	15	26	38	35	33	53	38	72	63
College Incomplete	*Percent*	13.1	18.2	7.1	14.7	10.3	8.2	6.7	15.4	6.0	3.7	11.9	16.4	7.3	15.4	6.1	8.8	8.4	8.0
	Number	13	30	12	24	7	5	4	12	9	3	10	19	9	16	9	6	13	10
College Complete	*Percent*	3.0	5.5	6.5	23.3	4.4	6.6	-	10.3	2.0	1.2	-	4.3	4.0	4.8	4.1	5.9	9.7	14.4
	Number	3	9	11	38	3	4	-	8	3	1	-	5	5	5	6	4	15	18
Respondent	*Percent*	32.5	71.4	37.1	61.3	27.9	27.5	17.4	44.8	22.8	21.6	32.4	53.0	33.3	70.3	46.5	35.2	55.8	86.9
	Number	99	165	169	163	68	61	60	78	150	81	84	116	124	104	147	68	154	125
Non-respondent	*Percent*	67.5	28.6	62.9	38.7	72.1	72.5	82.6	55.2	77.2	78.4	66.7	47.0	66.7	29.7	53.5	64.8	44.2	13.2
	Number	206	66	287	103	176	161	285	96	509	294	175	103	248	44	169	125	122	19
Grand Total	*Percent*	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number	305	231	456	266	244	222	345	174	659	375	259	219	372	148	316	193	276	144
Mean		5.5	5.7	5.4	6.2	5.3	4.9	5.1	5.7	5.1	4.5	5.1	5.5	5.2	5.4	5.3	5.8	5.8	6.0
Median		5.7	5.8	5.4	6.2	5.6	5.3	5.3	5.5	5.2	4.8	5.3	5.6	5.2	5.6	5.4	5.9	5.8	6.0
Standard Deviation		1.2	1.2	1.3	1.3	1.3	1.8	1.2	1.3	1.2	1.5	1.3	1.4	1.2	1.4	1.2	.9	1.2	1.2
Mean of Means		5.4	5.3	5.3	6.1	5.2	5.5	5.2	5.8	5.1	4.9	5.0	5.4	5.2	5.2	5.2	5.7	5.5	5.7

Education level was coded as follows:

1=No schooling	5=High school incomplete
2=K through 3rd	6=High school complete
3=4th through 6th	7=College incomplete
4=7th through 8th	8=College complete

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Table A3-19

DISTRIBUTION OF FATHER'S EDUCATION BY SPECIAL SPONSOR BY FT/NFT FOR COHORT III KINDERGARTEN

		Self-sponsored Sites				ILM		SEDL		Home-School Partnership	
		New York		Philadelphia							
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
No Schooling	Percent	-	2.8	-	4.3	-	-	5.1	9.5	-	-
	Number	-	1	-	1	-	-	3	6	-	-
K-3	Percent	-	2.8	-	-	-	-	11.9	6.3	-	-
	Number	-	1	-	-	-	-	7	4	-	-
4-6	Percent	-	22.8	7.7	-	14.3	-	20.3	4.8	-	16.7
	Number	-	8	1	-	2	-	12	3	-	3
7-8	Percent	-	19.4	7.7	4.3	14.3	-	15.3	20.6	16.7	11.1
	Number	-	7	1	1	2	-	9	13	1	2
High School Incomplete	Percent	33.3	22.2	38.5	43.5	21.4	25.0	22.0	27.0	50.0	22.2
	Number	2	8	5	10	3	1	13	17	3	4
High School Complete	Percent	-	22.2	38.5	43.5	42.9	75.0	15.3	22.2	16.7	38.9
	Number	-	8	5	10	6	3	9	14	1	7
College Incomplete	Percent	16.7	2.8	7.7	4.3	7.1	-	3.4	7.9	16.7	11.1
	Number	1	1	1	1	1	-	2	5	1	2
College Complete	Percent	50.0	5.6	-	-	-	-	6.8	1.6	-	-
	Number	3	2	-	-	-	-	4	1	-	-
Respondent	Percent	42.8	75.0	12.9	17.5	27.5	7.1	22.9	47.4	17.6	62.1
	Number	6	36	13	23	14	4	59	63	6	18
Non-respondent	Percent	57.1	25.0	87.1	82.4	72.5	92.9	17.1	52.6	82.4	37.9
	Number	8	12	88	108	37	52	198	70	28	11
Grand Total	Percent	100	100	100	100	100	100	100	100	100	100
	Number	14	48	101	131	51	56	[illegible]57	133	34	29
Mean		6.8	4.6	5.3	5.3	5.1	5.8	4.3	4.6	5.3	5.2
Median		7.5	4.6	5.4	5.4	5.5	5.8	4.3	4.8	5.2	5.5
Standard Deviation		1.5	1.6	1.0	1.1	1.2	.5	1.8	1.7	1.0	1.3
Mean of Means		6.8	4.6	5.3	5.3	5.1	5.8	4.2	4.6	5.3	5.2

Educational level was coded as follows:

1=No schooling
2=K through 3rd
3=4th through 6th
4=7th through 8th

5=High school incomplete
6=High school complete
7=College incomplete
8=College complete

Table A3-20

DISTRIBUTION OF MOTHER'S OCCUPATION
BY CORE SPONSOR BY FT/NFT
FOR COHORT III KINDERGARTEN

		U.S. Population	Analytic Sample		Responsive Education		TEEN		Bank Street		DIM		Behavior Analysis		Cognitive Curriculum		Parent Education		EDC		IELP	
			FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Professional, Semi-Professional	Percent	14.8	3.0	5.0	1.7	4.7	3.1	8.9	2.5	4.8	1.3	7.1	2.8	1.5	2.2	1.3	2.0	5.4	2.9	2.8	5.8	11.
	Number		61	75	3	10	8	19	3	4	2	9	9	2	4	2	4	7	7	3	12	1
Farmers, Farm Members	Percent	.2	0	.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.5	0.7
	Number		1.0	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Proprietors, Managers, and Officials	Percent	3.5	.4	1.0	-	0.5	-	1.4	-	1.2	-	-	-	0.8	1.1	0.7	1.5	3.8	0.8	-	1.0	1.
	Number		9	15	-	6	-	3	-	1	-	-	-	1	2	1	3	5	2	-	2	
Clerical and Kindred Workers	Percent	32.9	18.1	19.9	18.1	20.9	19.7	28.6	13.3	19.3	14.6	19.0	12.8	14.3	18.9	28.2	15.6	13.1	22.1	22.0	22.6	16.2
	Number		373	298	33	45	51	61	16	16	23	24	41	19	35	42	32	17	53	24	47	22
Sales	Percent	6.9	3.3	5.1	3.3	4.7	2.7	8.5	5.8	4.8	1.9	-	2.8	1.5	2.7	2.7	4.4	8.5	3.3	2.8	5.8	9.
	Number		68	76	6	10	7	18	7	4	3	-	9	2	5	4	9	11	8	3	12	1
Craftsmen, Foremen, and Kindred Workers	Percent	1.7	1.4	1.9	0.6	.5	1.5	1.4	1.7	2.4	1.9	4.0	2.2	1.5	0.5	3.4	1.5	3.1	0.4	1.8	1.4	2.
	Number		29	28	1	1	4	3	2	2	3	5	7	2	1	5	3	4	1	2	3	3
Operatives and Kindred Workers	Percent	12.8	20.7	21.9	10.0	16.7	26.3	16.4	28.3	48.2	31.0	23.8	19.7	24.8	17.3	20.1	16.1	17.7	27.5	20.2	13.9	23.5
	Number		425	328	18	36	68	35	34	40	49	30	63	33	32	30	33	23	66	22	29	3
Service Workers	Percent	15.2	41.1	30.6	48.9	40.0	36.3	27.7	39.2	13.3	38.0	31.7	50.0	37.6	45.4	28.2	48.8	37.7	34.2	34.9	38.0	26.
	Number		844	457	88	86	94	59	47	11	60	40	160	50	84	42	100	49	82	38	79	36
Farm Laborers and Farm Foremen	Percent	.5	1.8	2.8	1.7	0.9	-	0.5	0.8	1.2	-	1.6	0.6	9.0	1.1	-	2.0	1.5	-	-	1.4	1.5
	Number		37	42	3	2	-	1	1	1	-	2	2	12	2	-	4	2	-	-	3	
Laborers	Percent	.9	0	.3	-	0.5	-	-	-	-	-	-	0.3	-	-	1.3	-	0.8	-	0.9	-	-
	Number		1	5	-	1	-	-	-	-	-	-	1	-	-	2	-	1	-	1	-	-
Never Worked	Percent		10.1	11.4	15.6	10.7	10.4	6.6	8.3	4.8	11.4	12.7	8.8	9.0	10.8	14.1	8.3	8.5	8.8	14.7	9.6	6.6
	Number		208	170	28	23	27	14	10	4	18	16	28	12	20	21	17	11	21	16	20	
Respondent	Percent		55.7	63.1	59.0	93.1	56.8	80.1	49.2	37.4	45.8	72.4	48.6	35.5	71.4	68.0	55.1	87.8	75.9	56.5	75.4	94.
	Number		2056	1495	180	215	259	213	120	83	158	126	320	133	185	149	205	130	240	109	208	13
Non-respondent	Percent		44.3	36.9	41.0	6.9	43.2	19.9	50.8	62.6	54.2	27.6	51.4	64.5	28.6	32.0	44.9	12.2	24.1	43.5	24.6	5.6
	Number		1633	874	125	16	197	53	124	139	187	48	339	242	74	70	167	18	76	84	68	8
Grand Total	Percent		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	10
	Number		3689	2369	305	231	456	266	244	222	345	174	659	375	259	219	372	148	316	193	276	14
Mean			15.6	15.2	15.8	15.3	15.5	14.6	15.7	15.1	15.8	15.2	15.9	16.0	15.6	15.2	15.8	15.3	15.3	15.4	15.1	14.7
Median			16.4	16.0	16.7	16.3	16.2	14.4	16.3	15.8	16.3	16.1	16.6	16.5	16.5	15.8	16.6	16.2	16.1	16.2	16.1	15.7
Standard Deviation			1.1	2.1	1.9	2.1	1.9	2.3	1.7	1.9	1.6	2.2	1.8	1.7	1.9	1.9	1.8	2.1	1.9	2.0	2.2	2.4
Mean of Means			15.4	15.0	13.3	13.4	13.6	14.6	13.3	14.0	13.2	13.6	13.2	13.1	13.2	13.9	13.3	13.5	13.8	13.4	13.5	14.0

Occupational category was coded as follows:

19=Professional, semi-professional
18=Farmers, farm members
17=Proprietors, managers, and officials
16=Clerical and kindred workers
15=Sales
14=Craftsmen, foremen, and kindred workers
13 Operatives and kindred workers
12=Service workers
11=Farm laborers and farm foremen
10=Laborers

Source for U.S. Population: Census of Population: 1970, General Social and Economic Characteristics, U.S. Bureau of the Census Final Report PC(1)-C1, United States Summary, U.S. Government Printing Office, Washington, D.C., 1972.

Table A3-21

DISTRIBUTION OF MOTHER'S OCCUPATION BY SPECIAL SPONSOR BY FT/NFT FOR COHORT III KINDERGARTEN

		U.S. Population	Analytic Sample		Self-sponsored Sites				ILM		SEDL		Home-School Partnership	
					New York		Philadelphia							
			FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Professional, Semi-professional	Percent Number	14.8	3.0 61	5 75	25.0 3	- -	- -	- -	3.1 1	- -	3.2 1	- -	3.8 1	4.2 1
Farmers, Farm Members	Percent Number	.2	0 1	.1 1	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
Proprietors, Managers, and Officials	Percent Number	3.5	.4 9	1 15	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
Clerical and Kindred Workers	Percent Number	32.9	18.1 373	19.9 298	16.7 2	3.0 7	23.3 7	30.2 13	53.1 17	33.3 4	54.8 17	36.4 4	38.5 10	4.2 1
Sales	Percent Number	6.9	3.3 68	5.1 76	- -	2.3 1	- -	3 7	- -	8.3 1	- -	9.1 1	- -	4.2 1
Craftsmen, Foremen, and Kindred Workers	Percent Number	1.7	1.4 29	1.9 28	- -	- -	- -	- -	6.3 2	8.3 1	6.5 2	9.1 1	- -	- -
Operatives and Kindred Workers	Percent Number	12.8	20.7 425	21.9 328	25.0 3	44.2 19	10 3	11.6 5	12.5 4	8.3 1	12.9 4	9.1 1	15.4 4	37.5 9
Service Workers	Percent Number	15.2	41.1 844	30.6 457	25.0 3	11.6 5	53.3 16	37.2 16	21.9 7	33.3 4	22.6 7	36.4 4	38.5 10	16.7 4
Farm Laborers and Foremen	Percent Number	.5	1.8 37	2.8 42	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
Laborers	Percent Number	.9	0 1	.3 5	- -	- -	- -	0.5 1	- -	- -	- -	- -	- -	- -
Never Worked	Percent Number	-	10.1 208	11.4 170	8.3 1	34.9 15	13.3 4	14 6	3.1 1	8.3 1	14.2 1	- 1	3.8 1	33.3 8
Respondent	Percent Number	-	55.7 2056	63.1 1495	85.7 12	89.6 43	29.7 30	32.8 43	62.7 32	21.4 12	31.5 81	59.4 79	76.5 26	82.8 24
Non-respondent	Percent Number	-	44.3 1633	36.9 874	14.3 2	10.4 5	70.3 71	67.2 88	37.3 19	78.6 44	68.5 176	40.6 54	23.5 8	17.2 5
Grand Total	Percent Number	-	100 3689	100 2369	100 14	100 48	100 101	100 131	100 51	100 56	100 257	100 133	100 34	100 29
Mean		-	15.6	15.2	14.1	15.8	15.0	15.2	14.6	14.0	16.1	16.2	14.0	13.4
Median		-	16.4	16.0	13.3	13	12.3	13	15.6	14.0	16.6	16.8	13.1	12.9
Standard Deviation		-	1.1	2.1	3	1.1	1.8	1.8	1.9	1.8	2.1	2.0	2.1	1.8
Mean of Means		-	15.4	15.0	14.1	15.8	15.8	15.2	14.6	14.0	12.75	13.3	14.0	13.4

Occupational category was coded as follows:

19=Professional, semi-professional
18=Farmers, farm members
17=Proprietors, managers, and officials
16=Clerical and kindred workers
15=Sales
14=Craftsmen, foremen, and kindred workers
13=Operatives and kindred workers
12=Service workers
11=Farm laborers and foremen
10=Laborers

Source for U.S. Population: Census of Population: 1970, General Social and Economic Characteristics, U.S. Bureau of the Census Final Report PC91-C1, United States Summary, U.S. Government Printing Office, Washington, D.C., 1972.

Table A3-22

DISTRIBUTION OF FATHER'S OCCUPATION
BY CORE SPONSOR BY FT/NFT
FOR COHORT III KINDERGARTEN

		U.S. Population	Analytic Sample		Responsive Education		TEEM		Bank Street		DIM		Behavior Analysis		Cognitive Curriculum		Parent Education		EDC		IFLP	
			FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Professional, Semi-professional	Percent	13.5	4.1	8.5	4	7.3	2.9	16.7	7.2	8.3	-	14.7	2.6	3.7	-	6.1	5.7	6.7	5.5	5.9	6.5	12.0
	Number		47	94	4	12	5	27	5	5	-	11	4	3	-	7	7	7	8	4	10	15
Farmers, Farm Members	Percent	2.7	2.5	3.1	-	.6	-	1.2	-	-	-	-	2.0	6.1	-	1.7	.8	-	.7	-	13.6	16.0
	Number		29	34	-	1	-	2	-	-	-	-	3	5	-	2	1	-	1	-	21	20
Proprietors, Managers, and Officials	Percent	10.6	4.6	7.6	4	6.1	5.8	13.6	4.3	6.7	3.4	5.3	3.3	1.2	3.6	2.6	4.9	10.6	2.1	1.5	9.7	17.6
	Number		53	84	4	10	10	22	3	4	2	4	5	1	3	3	6	11	3	1	15	22
Clerical and Kindred Workers	Percent	7.2	4.8	3.5	3	3.7	4.1	3.1	7.2	3.3	8.5	-	5.3	3.7	6.0	7.0	4.9	1.9	2.7	5.9	2.6	-
	Number		55	39	3	6	7	5	5	2	5	-	8	3	5	8	6	2	4	4	4	-
Sales	Percent	6.8	3.1	4.1	5	4.3	3.5	8.0	1.4	-	3.4	1.3	1.3	4.9	1.2	5.2	4.9	1.0	3.4	4.4	5.2	3.2
	Number		36	45	5	7	6	13	1	-	2	1	2	4	1	6	6	1	5	3	8	4
Craftsmen, Foremen, and Kindred Workers	Percent	19.7	20.1	23.3	18	28.7	25.6	25.3	18.8	30.0	11.9	14.7	21.9	13.4	25.0	34.8	15.4	35.6	22.6	23.5	19.5	18.4
	Number		232	256	18	47	44	41	13	18	7	11	33	11	21	40	19	37	33	16	30	23
Operatives and Kindred Workers	Percent	12.7	36.1	28.8	40	28.7	39.5	17.9	44.9	25.0	54.2	52.0	33.8	41.5	38.1	28.7	38.2	29.8	37.0	38.2	26.6	21.6
	Number		416	317	40	47	68	29	31	15	32	39	51	34	32	33	47	31	54	26	41	27
Service Workers	Percent	7.8	12.6	10.4	15	13.4	8.7	9.3	8.7	10.0	11.9	8.0	14.6	11.0	13.1	3.5	13.0	4.8	14.4	13.2	8.4	6.4
	Number		145	114	15	22	15	15	6	6	7	6	22	9	11	4	16	5	21	9	13	8
Farm Laborers and Foremen	Percent	1.6	3.6	3.3	2	1.2	-	.6	-	-	-	1.3	3.3	1.2	2.4	1.7	5.7	1.0	-	-	1.3	.8
	Number		42	36	2	2	-	1	-	-	-	1	5	1	2	2	7	1	-	-	2	1
Laborers	Percent	6.1	8.5	7.4	8	6.1	9.9	4.3	7.2	16.7	6.8	2.7	10.6	13.4	10.7	8.7	6.5	8.7	11.6	7.4	6.5	4
	Number		98	81	8	10	17	7	5	10	4	2	16	11	9	10	8	9	17	5	10	5
Never Worked	Percent		-	-	-	-	-	-	-	-	-	-	1.3	-	-	-	-	-	-	-	-	-
	Number		-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-
Respondent	Percent		31.3	46.4	32.4	71.0	37.7	60.9	28.3	27.0	17.1	43.1	22.6	21.9	32.4	52.5	33.1	70.3	46.2	35.2	55.8	86.8
	Number		1153	1100	99	164	172	162	69	60	59	75	149	82	84	115	123	104	146	68	154	125
Non-respondent	Percent		68.7	53.6	67.5	29.0	62.3	39.1	71.7	73.0	82.9	56.9	77.4	78.1	67.6	47.5	66.9	29.7	53.8	64.8	44.2	13.2
	Number		2536	1269	206	67	284	104	175	162	286	99	510	293	175	104	249	44	170	125	122	19
Grand Total	Percent		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Number		3689	2369	305	231	456	266	244	222	345	174	659	375	259	219	372	148	316	193	276	144
Mean			15.5	15.5	15.7	15.1	15.5	14.1	15.3	15.4	15.7	14.9	15.7	15.6	15.9	15.1	15.5	15.1	15.7	15.4	14.4	13.8
Median			15.8	15.0	15.9	15.5	15.7	14.8	15.7	15.6	15.9	15.8	15.9	15.9	15.9	15.3	15.9	15.3	15.9	15.7	15.1	14.6
Standard Deviation			2.1	2.4	1.9	2.1	1.9	2.5	2.1	2.5	1.5	2.4	2.0	2.2	1.6	2.1	2.1	2.2	2.0	2.0	2.5	2.6
Mean of Means			15.1	14.8	13.1	13.4	13.5	14.2	13.6	14.7	13.2	13.8	13.1	13.4	13.0	13.7	13.4	13.8	13.2	13.2	13.6	14.7

Occupational category was coded as follows:

19=Professional, semi-professional
18=Farmers, farm members
17=Proprietors, managers, and officials
16=Clerical and kindred workers
15=Sales
14=Craftsmen, foremen, and kindred workers
13=Operatives and kindred workers
12=Farm laborers and foremen
11=Laborers

Source for U.S. Population: Census of Population: 1970, General Social and Economic Characteristics, U.S. Bureau of the Census Final Report PC91-C1, United States Summary, U.S. Government Printing Office, Washington, D.C., 1972.

Table A3-23

DISTRIBUTION OF FATHER'S OCCUPATION BY SPECIAL SPONSOR BY FT/NFT FOR COHORT III KINDERGARTEN

		U.S. Population	Analytic Sample		Self-sponsored Sites				ILM		SEDL		Home-School Partnership	
					New York		Philadelphia							
			FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Professional, Semi-professional	Percent	13.5	4.1	8.5	50.0	2.8	-	4.3	-	-	1.7	-	-	5.6
	Number		47	94	3	1	-	1	-	-	1	-	-	1
Farmers, Farm Members	Percent	2.7	2.5	3.1	-	-	-	-	-	-	5.1	6.3	-	-
	Number		29	34	-	-	-		-	-	3	4	-	-
Proprietors, Managers, and Officials	Percent	10.6	4.6	7.6	-	2.8	-	-	7.1	-	-	6.3	16.7	5.6
	Number		53	84	-	1	-	-	1	-	-	4	1	1
Clerical and Kindred Workers	Percent	7.2	4.8	3.5	33.3	5.6	15.4	8.7	7.1	25.0	5.1	3.1	-	11.1
	Number		55	39	2	2	2	2	1	1	3	2	-	2
Sales	Percent	6.8	3.1	4.1	-	8.3	-	4.3	-	-	-	1.6	-	5.6
	Number		36	45	-	3	-	1	-	-	-	1	-	1
Craftsmen, Foremen, and Kindred Workers	Percent	19.7	20.1	23.3	-	2.8	7.7	17.4	7.1	-	20.3	9.4	-	5.6
	Number		232	256	-	1	1	4	1	-	12	6	-	1
Operatives and Kindred Workers	Percent	12.7	36.0	28.8	-	27.8	23.1	26.1	14.3	50.0	22	20.3	33.3	27.8
	Number		416	317	-	10	3	6	2	2	13	13	2	5
Service Workers	Percent	7.8	12.5	10.4	16.7	47.2	38.5	13.0	50	-	5.1	6.3	50	33.3
	Number		145	114	1	17	5	3	7	-	3	4	3	6
Farm Laborers and Foremen	Percent	1.6	3.6	3.3	-	-	-	-	-	-	40.7	42.2	-	-
	Number		42	36	-	-	-	-	-	-	24	27	-	-
Laborers	Percent	6.1	8.5	7.4	-	2.8	15.4	26.1	14.3	25.0	-	4.7	-	5.6
	Number		98	81	-	1	2	6	2	1	-	3	-	1
Never Worked	Percent		.3	-	-	-	-	-	-	-	-	-	-	-
	Number		3	-	-	-	-	-	-	-	-	-	-	-
Respondent	Percent		31.3	46.4	43.9	75.0	12.1	17.6	27.5	7.1	23.0	48.1	17.6	62.1
	Number		1153	1100	6	36	13	23	14	4	59	64	6	18
Non-respondent	Percent		68.7	53.6	57.1	25.0	87.1	82.4	72.5	92.9	77.0	51.9	82.4	37.9
	Number		2536	1269	8	12	88	108	37	52	198	69	28	11
Grand Total	Percent		100	100	100	100	100	100	100	100	100	100	100	100
	Number		3689	2369	14	48	101	131	51	56	257	133	34	29
Mean			15.5	15.5	16.8	13.1	12.7	12.9	12.6	13.0	16.1	16.3	13.2	13.6
Median			15.8	15.0	17.5	12.5	12.4	12.9	12.2	13.0	16.3	17.0	12.5	12.9
Standard Deviation			2.1	2.4	2.8	1.8	1.8	2.3	1.9	2.4	2.1	2.3	1.3	2.2
Mean of Means			15.1	14.8	16.8	13.1	12.7	12.9	12.6	13.0	13.3	12.4	13.2	13.6

Occupational category was coded as follows:

19=Professional, semi-professional
18=Farmers, farm members
17=Proprietors, managers, and officials
16=Clerical and kindred workers
15=Sales
14=Craftsmen, foremen, and kindred workers
13=Operatives and kindred workers
12=Service workers
11=Farm laborers and foremen
10=Laborers

Source for U.S. Population: Census of Population: 1970, General Social and Economic Characteristics, U.S. Bureau of the Census Final Report PC91-C1, United States Summary, U.S. Government Printing Office, Washington, D.C., 1972.

Table A4-1

HIERARCHICAL REGRESSION ANALYSIS FOR ATTRITION STUDY

$$Y = a_0U + b_1X_1 + (b_2X_2 + \dots + b_iX_i) + (b_{i+1}X_{i+1} + \dots + b_jX_j)$$
$$+ (b_{j+1}X_{j+1} + \dots + b_kX_k) + (b_{k+1}X_{k+1} + \dots + b_LX_L)$$

Where set A is composed of variables X_1 through X_k, set B is composed of variables X_{k+1} through X_L, and variables are defined as follows:

Y = dichotomous dependent variable

1 = not in the analytic sample

0 = in the analytic sample

a_0 = constant

U = unit vector

$b_1 \dots b_L$ = regression weights for $X_1 \dots X_L$

X_1 = pretest (or income)

$X_2 \dots X_i$ = (number of sites - 1) orthogonal between-sites contrasts

$X_{i+1} \dots X_j$ = (number of sites) orthogonally coded treatment within-site contrasts

.5 = FT

-.5 = NFT

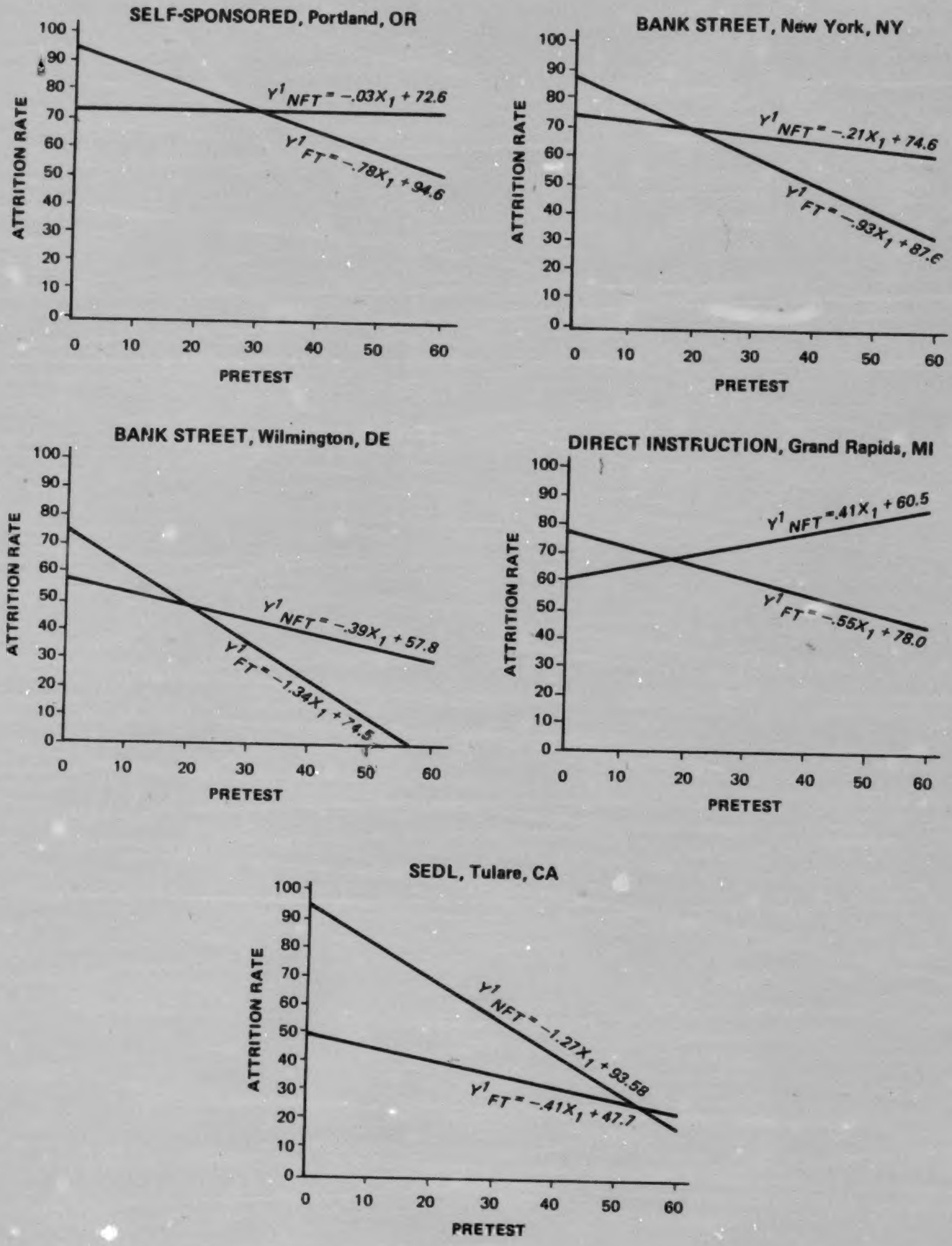
$X_{j+1} \dots X_k$ = interaction of X_1 and $X_2 \dots X_i$

$X_{k+1} \dots X_L$ = interaction of X_1 and $X_{i+1} \dots X_j$

An F test was performed to determine the significance of the incremental variance added by set B, the last set of coefficients in the model ($b_{k+1} \dots b_L$: the interaction of pretest with treatment within-site). If the overall F test proved non-significant, that is, if the set of interaction variables failed to add "significantly" to R^2 we proceeded no further. If, however, the interaction terms (set B) explained variance in the dependent variable, we examined the individual treatment within-site coefficients.

Figure A 4–1

Regression Lines of Attrition Rate on Pretest for FT and NFT Groups in the Sites where the Pretest by Treatment Within-Site Regression Coefficient is Statistically Significant at the .01 Level



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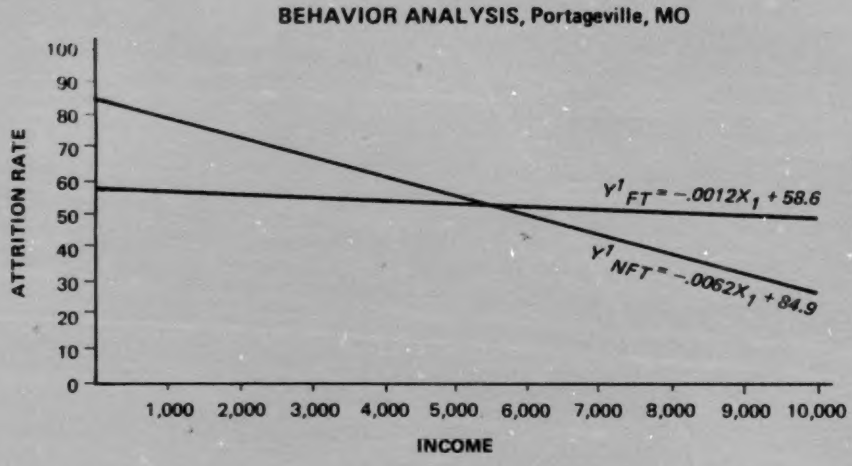
BANK STREET, Wilmington, DE

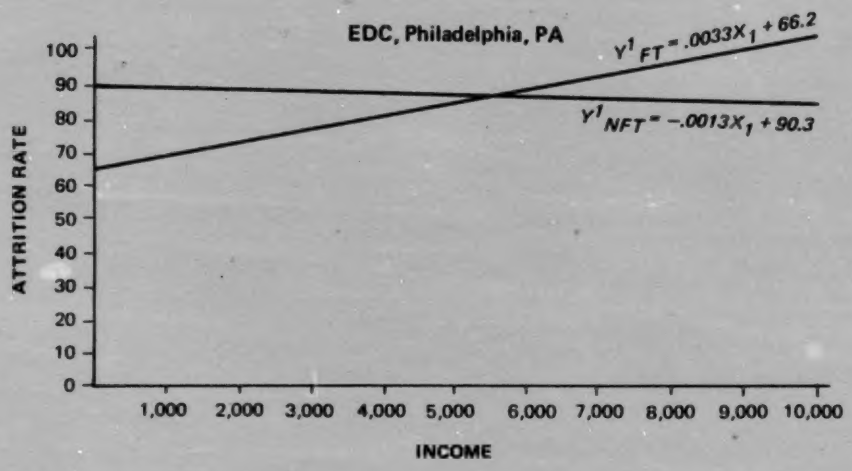
DIRECT INSTRUCTION, Grand Rapids, MI

SEDL, Tulare, CA

Figure A 4–2

Regression Lines of Attrition Rate on Income for FT and NFT Groups in Sites where the Pretest by Treatment Within-Site Regression Coefficient is Statistically Significant at the .01 Level





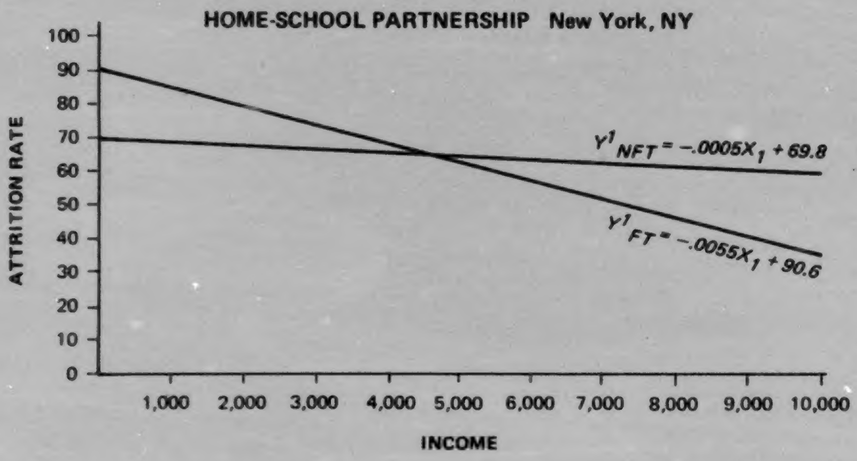


Table A4-2

LOCAL, BEST MATCH, AND POOLED ANALYSES: MODELS AND ASSUMPTIONS

This section provides basic information for the technically-oriented reader. Each of the general impact analyses is discussed in detail.

The "local," "best match," and "pooled" analyses are all variations of the analysis of covariance (ANCOVA), which is commonly used with quasi-experimental data in an attempt to adjust for non-comparable groups. For the sake of computational flexibility, we have cast these analyses into their multiple regression analogues in the manner (and with the invaluable personal assistance) of Jacob Cohen (1975). The conceptual basis for the "pooled" analysis, which is a somewhat innovative variation, is discussed in Bryk and Weisberg (1974). An example of the application of the basic technique is also found in Smith and Bissell (1970).

Local Analyses

We have conducted 52 "local" analyses on the Cohort II-K data, one for each site within sponsor (counting the five Self-Sponsored sites as five separate sponsors). With the child as the unit of analysis, the multiple regression procedure estimates the raw score regression weights b_i in the usual model

$$\hat{Y} = a_o + \sum_{i=1}^{2s+9} b_i x_i,$$

where a_o is a constant, s is the number of sites in a given sponsor, and $b_1 \ldots b_{2s+9}$ are the regression weights for the predictor variables $x_1 \ldots x_{2s+9}$ which are defined as follows:

x_1 = fall kindergarden WRAT pretest score

x_2 = missing data code for pretest $\begin{cases} 1 \text{ if pretest is missing} \\ 0 \text{ if pretest is present} \end{cases}$

x_3 = family income (annual dollars)

x_4 = missing data code for family income $\begin{cases} 1 \text{ if income is missing} \\ 0 \text{ if income is present} \end{cases}$

Table A4-2 (cont.)

x_5 = highest occupation in household*

x_6 = ethnic membership $\begin{cases} 1 \text{ if White} \\ 0 \text{ if Other} \\ -1 \text{ if Black} \end{cases}$

x_7 = ethnic membership $\begin{cases} 1 \text{ if White} \\ 0 \text{ if Black} \\ -1 \text{ if Other} \end{cases}$

x_8 = sex $\begin{cases} .5 \text{ if male} \\ -.5 \text{ if female} \end{cases}$

x_9 = age at entry to kindergarten (months)

x_{10} = first language $\begin{cases} .5 \text{ if English} \\ -.5 \text{ if Other} \end{cases}$

$x_{11} \ldots x_{s+9}$ = s-1 site codes reflecting membership in the s sites in the sponsor's group (cf. Cohen (1975), pp. 171-211 for details on the coding of categorical variables with s distinct values)

$x_{s+10} \ldots x_{2s+9}$ = treatment within site codes $\begin{cases} .5 \text{ if FT} \\ -.5 \text{ if NFT} \end{cases}$

Variables $x_1 \ldots x_{10}$ functioned as covariates in this model. Where pretest and family income data are missing, the grand mean of the particular analytic sample (i.e., the site-specific FT and NFT groups being analyzed) is assigned.

With the regression coded in this fashion, the s regression weights $b_{s+10} \ldots b_{2s+9}$ may be used to calculate adjusted estimates of the FT/NFT outcome differences in the s sites. Likewise, the standard errors of the FT/NFT adjusted differences may be computed from the variance/covariance matrix of the predictor variables.

---

*The following ten occupational categories were coded: professional, semi-professional; farmers, farm members; proprieters, managers, officials; clerical and kindred workers; sales; craftsman, foreman, and kindred workers; operatives and kindred workers; service workers; farm laborers and foreman; laborers.

Table A4-2 (cont.)

Best Match Analyses

Fifty-two "best match" analyses, one for each site, were conducted on the Cohort II-K data.

FT and NFT sites were matched on three variables--ethnicity, family income, and pretest score (fall kindergarten WRAT). First priority was given to ethnicity; second, to family income and pretest score weighted equally.

Again with the child as the unit of analysis, the multiple regression procedure estimates the raw score regression weights b_i in the usual model:

$$\hat{Y} = a_o + \sum_{i=1}^{11} b_i x_i ,$$

where a_o is a constant and $b_1 \ldots b_{11}$ are regression weights for predictor variables $x_1 \ldots x_{11}$, which are defined as follows:

x_1 = fall kindergarten WRAT pretest score

x_2 = missing data code for pretest $\begin{cases} 1 \text{ if pretest is missing} \\ 0 \text{ if pretest is present} \end{cases}$

x_3 = family income (annual dollars)

x_4 = missing data code for income $\begin{cases} 1 \text{ if income is missing} \\ 0 \text{ if income is present} \end{cases}$

x_5 = highest occupation in household - coded as in the "local" model

x_6 = ethnic membership $\begin{cases} 1 \text{ if White} \\ 0 \text{ if Other} \\ -1 \text{ if Black} \end{cases}$

x_7 = ethnic membership $\begin{cases} 1 \text{ if White} \\ 0 \text{ if Black} \\ -1 \text{ if Other} \end{cases}$

x_8 = sex $\begin{cases} .5 \text{ if male} \\ -.5 \text{ if female} \end{cases}$

x_9 = age at entry to kindergarten (months)

x_{10} = first language $\begin{cases} .5 \text{ if English} \\ -.5 \text{ if Other} \end{cases}$

x_{11} = treatment $\begin{cases} .5 \text{ if FT} \\ -.5 \text{ if NFT} \end{cases}$

With the regression coded in this fashion, the regression weight b_{11} is the adjusted estimate of the FT/NFT outcome difference in any given site. Variables $x_1 \ldots x_{10}$ operate as covariates in this model. Where one or more covariates exhibit no variation across levels of x_{11} (e.g., if all children in both FT and NFT groups have English as a first language), the covariates are omitted from the model. Where pretest and family income data are missing, the grand mean of the particular analytic sample (i.e., the "best match" FT and NFT groups being analyzed) is assigned.

Pooled Analyses

As in the "local" and "best match" analyses, the "pooled" analysis tests effects at the site level. This analysis yields an adjusted estimate of the difference between a predicted (minus treatment) score and an observed (given treatment) score for each site. Again, with the child as the unit of analysis, the multiple regression procedure estimates the raw-score regression weights b_i in the usual model:

$$\hat{Y} = a_o + \sum_{i=1}^{57} b_i x_i,$$

where a_o is a constant and $b_1 \ldots b_{57}$ are the regression weights for predictor variables $x_1 \ldots x_{57}$, which are defined as follows:

x_1 = fall kindergarten WRAT pretest score

x_2 = missing data code for pretest $\begin{cases} 1 \text{ if pretest is missing} \\ 0 \text{ if pretest is present} \end{cases}$

x_3 = family income (annual dollars)

x_4 = missing data code for income $\begin{cases} 1 \text{ if income is missing} \\ 0 \text{ is income is present} \end{cases}$

x_5 = highest occupation in household

x_6 = ethnic membership $\begin{cases} 1 \text{ if White} \\ 0 \text{ if Other} \\ -1 \text{ if Black} \end{cases}$

x_7 = ethnic membership $\begin{cases} 1 \text{ if White} \\ 0 \text{ if Black} \\ -1 \text{ if Other} \end{cases}$

x_8 = sex $\begin{cases} .5 \text{ if male} \\ -.5 \text{ if female} \end{cases}$

Table A4-2 (cont.)

x_9 = age at entry to kindergarten (months)

x_{10} = first language $\begin{cases} .5 \text{ if English} \\ -.5 \text{ if Other} \end{cases}$

x_{11} = pretest by ethnicity interaction ($x_1 * x_6$)

x_{12} = pretest by ethnicity interaction ($x_1 * x_7$)

x_{13} = pretest by first language interaction ($x_1 * x_{10}$)

x_{14} = sex by ethnicity interaction ($x_8 * x_6$)

x_{15} = sex by ethnicity interaction ($x_8 * x_7$)

x_{16} = sex by first language interaction ($x_8 * x_{10}$)

x_{17} = entry age by ethnicity interaction ($x_9 * x_6$)

x_{18} = entry age by ethnicity interaction ($x_9 * x_7$)

x_{19} = etnry age by first language interaction ($x_9 * x_{10}$)

x_{20} to x_{57} = 38 effects coded site codes reflecting membership in the 39 NFT sites in the evaluation.

In this analysis, the regression model is applied first to the total (summed across all sites) NFT sample to obtain $b_1 \ldots b_{57}$ regression weights. Variables $x_1 \ldots x_{19}$ operate as covariates. Where pretest and family income data are missing, the grand NFT mean is assigned. These NFT regression weights are then applied to variables $x_1 \ldots x_{57}$ for each FT child to generate a predicted outcome score for the individual. Where pretest and family income data are missing, the grand FT mean is assigned. The observed score is then subtracted from the predicted score. Site means of the observed/predicted difference are calculated to determine effects at the site level.

Table A4-3

CORRELATIONS OF COVARIATES AND OUTCOMES FOR COHORT II FOLLOW THROUGH CHILDREN

	Fall Kindergarten WRAT	Missing WRAT	Family Income	Missing Income	Occupation	Missing Occupation	Entry Age	Ethnicity (White vs. Black)	Ethnicity (White vs. Other)	Sex	First Language	Total Reading	Total Math	Spelling	Language	Raven's	Coopersmith	IARS (-)	IARS (+)	Word Knowledge	Reading	Math Computations	Math Concepts	Math Problem Solving	Language Part A	Language Part B
Fall Kindergarten WRAT	1.00	.00	.25	-.04	.30	-.07	.21	.13	.18	.11	.10	.55	.54	.48	.47	.44	.25	.19	.28	.54	.51	.45	.53	.48	.46	.39
Missing WRAT	.00	1.00	.00	.28	-.02	.28	-.06	.03	.01	-.02	-.05	-.06	-.04	-.05	-.05	-.02	-.06	-.02	-.03	-.06	-.06	-.07	-.02	-.03	-.03	-.06
Family Income	.25	.00	1.00	.00	.40	-.13	.02	.30	.24	-.02	.02	.27	.26	.19	.25	.22	.12	.09	.13	.26	.25	.19	.28	.24	.21	.23
Missing Income	-.04	.28	.00	1.00	.03	.89	-.03	-.04	-.08	.00	-.02	-.05	-.06	-.04	-.03	-.04	-.03	-.00	-.02	-.06	-.04	-.04	-.06	-.06	-.02	-.03
Occupation	.30	-.02	.40	.03	1.00	.00	.05	.28	.32	-.01	.11	.31	.26	.20	.27	.25	.12	.07	.13	.29	.31	.18	.27	.26	.25	.24
Missing Occupation	-.07	.28	-.13	.89	.00	1.00	-.01	-.05	-.10	-.01	-.04	-.08	-.08	-.06	-.05	-.05	-.03	-.01	-.04	-.09	-.07	-.06	-.08	-.08	-.04	-.04
Entry Age	.21	-.06	.02	-.03	.05	-.01	1.00	.16	.05	-.02	-.05	.09	.10	.05	.07	.12	.04	.02	.04	.09	.07	.08	.09	.09	.08	.05
Ethnicity (White vs. Black)	.13	.03	.30	-.04	.28	-.05	.16	1.00	.50	-.00	-.20	.23	.21	.13	.19	.32	.11	.03	.09	.22	.22	.12	.24	.22	.18	.17
Ethnicity (White vs. Other)	.18	.01	.24	-.08	.32	-.10	.05	.50	1.00	.01	.47	.22	.17	.12	.23	.17	.07	.01	.07	.22	.20	.10	.19	.18	.23	.18
Sex	.11	-.02	-.02	.00	-.01	-.01	-.02	-.00	.01	1.00	.01	.11	.10	.19	.12	-.06	.09	.06	.13	.10	.10	.08	.08	.10	.14	.09
First Language	.10	-.05	.02	-.02	.11	-.04	-.05	-.20	.47	.01	1.00	.08	.05	.04	.07	-.05	.01	-.01	.02	.09	.06	.04	.04	.04	.09	.05
Total Reading	.55	-.06	.27	-.05	.31	-.08	.09	.23	.22	.11	.08	1.00	.73	.80	.67	.40	.33	.28	.37	.97	.94	.60	.72	.68	.67	.55
Total Math	.54	-.04	.26	-.06	.26	-.08	.10	.21	.17	.10	.05	.73	1.00	.66	.70	.41	.35	.28	.35	.70	.70	.89	.93	.91	.63	.62
Spelling	.48	-.05	.19	-.04	.20	-.06	.05	.13	.12	.19	.04	.80	.66	1.00	.58	.31	.33	.28	.35	.81	.69	.58	.65	.59	.63	.45
Language	.47	-.05	.25	-.03	.27	-.05	.07	.19	.23	.12	.07	.67	.70	.58	1.00	.37	.28	.24	.31	.64	.64	.62	.66	.63	.79	.94
Raven's	.44	-.02	.22	-.04	.25	-.05	.12	.32	.17	-.06	-.05	.40	.41	.31	.37	1.00	.25	.12	.22	.39	.37	.33	.41	.37	.36	.30
Coopersmith	.25	-.06	.12	-.03	.12	-.03	.04	.11	.07	.09	.01	.33	.35	.33	.28	.25	1.00	.16	.30	.32	.31	.31	.34	.30	.31	.22
IARS (-)	.19	-.02	.09	-.00	.07	-.01	.02	.03	.01	.06	-.01	.28	.28	.28	.24	.12	.16	1.00	.46	.28	.26	.26	.26	.23	.27	.18
IARS (+)	.28	-.03	.13	-.02	.13	-.04	.04	.09	.07	.13	.02	.37	.35	.35	.31	.22	.30	.46	1.00	.36	.33	.32	.34	.30	.35	.23
Word Knowledge	.54	-.06	.26	-.06	.29	-.09	.09	.22	.22	.10	.09	.97	.70	.81	.64	.39	.32	.28	.36	1.00	.83	.58	.70	.65	.66	.52
Reading	.51	-.06	.25	-.04	.31	-.07	.07	.22	.20	.10	.06	.94	.70	.69	.64	.37	.31	.26	.33	.83	1.00	.57	.68	.66	.62	.54
Math Computations	.45	-.07	.19	-.04	.18	-.06	.08	.12	.10	.08	.04	.60	.89	.58	.62	.33	.31	.26	.32	.58	.57	1.00	.71	.69	.55	.55
Math Concepts	.53	-.02	.28	-.06	.27	-.08	.09	.24	.19	.08	.04	.72	.93	.65	.66	.41	.34	.26	.34	.70	.68	.71	1.00	.82	.61	.57
Math Problem Solving	.48	-.03	.24	-.06	.26	-.08	.09	.22	.18	.10	.04	.68	.91	.59	.63	.37	.30	.23	.30	.65	.66	.69	.82	1.00	.56	.56
Language Part A	.46	-.03	.21	-.02	.25	-.04	.08	.18	.23	.14	.09	.67	.63	.63	.79	.36	.31	.27	.35	.66	.62	.55	.61	.56	1.00	.53
Language Part B	.39	-.06	.23	-.03	.24	-.04	.05	.17	.18	.09	.05	.55	.62	.45	.94	.30	.22	.18	.23	.52	.54	.55	.57	.56	.53	1.00

Table A4-4

CORRELATIONS OF COVARIATES AND OUTCOMES FOR COHORT II NON-FOLLOW THROUGH CHILDREN

	Fall Kindergarten WRAT	Missing WRAT	Family Income	Missing Income	Occupation	Missing Occupation	Entry Age	Ethnicity (White vs. Black)	Ethnicity (White vs. Other)	Sex	First Language	Total Reading	Total Math	Spelling	Language	Raven's	Coopersmith	IARS (-)	IARS (+)	Word Knowledge	Reading	Math Computations	Math Concepts	Math Problem Solving	Language Part A	Language Part B
Fall Kindergarten WRAT	1.00	.00	.28	.01	.29	-.00	.23	.23	.13	.07	-.01	.56	.54	.49	.49	.45	.22	.23	.25	.54	.56	.49	.52	.49	.46	.42
Missing WRAT	.00	1.00	-.05	.06	-.01	.07	-.06	.01	-.06	-.02	-.11	-.05	-.04	-.06	-.06	-.03	-.00	-.00	-.05	-.06	-.02	-.04	-.05	-.03	-.06	-.05
Family Income	.28	-.05	1.00	.00	.43	-.11	.04	.40	.34	-.03	.03	.34	.29	.23	.32	.29	.17	.11	.15	.33	.33	.21	.29	.28	.29	.29
Missing Income	.01	.06	.00	1.00	-.02	.92	-.04	-.15	-.21	.00	-.11	-.04	-.05	-.04	-.07	-.05	-.04	-.00	-.05	-.07	-.05	-.03	-.05	-.06	-.05	-.06
Occupation	.29	-.01	.43	-.02	1.00	.00	.05	.32	.31	-.03	.13	.32	.30	.20	.30	.26	.17	.09	.14	.30	.32	.25	.31	.27	.25	.28
Missing Occupation	-.00	.07	-.11	.92	.00	1.00	-.03	-.16	-.22	.00	-.11	-.07	-.06	-.04	-.08	-.07	-.03	-.01	-.06	-.07	-.06	-.04	-.05	-.07	-.06	-.08
Entry Age	.23	-.06	.04	-.04	.05	-.03	1.00	.11	.06	-.02	-.01	.08	.10	.04	.08	.10	.09	.03	.06	.07	.08	.10	.09	.08	.04	.08
Ethnicity (White vs. Black)	.23	.01	.40	-.15	.32	-.16	.11	1.00	.66	.02	-.12	.35	.31	.22	.29	.40	.13	.04	.13	.34	.34	.21	.34	.30	.27	.25
Ethnicity (White vs. Other)	.13	-.06	.34	-.21	.31	-.22	.06	.66	1.00	-.02	.41	.26	.21	.16	.25	.21	.08	.05	.07	.26	.24	.12	.23	.22	.24	.20
Sex	.07	-.02	-.03	.00	-.03	.00	-.02	.02	-.02	1.00	-.02	.04	.01	.12	.06	-.08	.06	.02	.05	.03	.05	.03	-.01	.00	.09	.03
First Language	-.01	-.11	.03	-.11	.13	-.11	-.01	-.12	.41	-.02	1.00	.01	-.03	-.03	.04	-.08	-.01	-.02	-.02	.02	.00	-.05	-.02	-.01	.05	.03
Total Reading	.56	-.05	.34	-.06	.32	-.07	.08	.35	.26	.04	.01	1.00	.76	.81	.72	.48	.30	.32	.34	.97	.95	.64	.74	.71	.71	.60
Total Math	.54	-.04	.29	-.05	.30	-.06	.10	.31	.21	.01	-.03	.76	1.00	.68	.71	.52	.32	.31	.34	.73	.74	.89	.94	.93	.64	.62
Spelling	.49	-.06	.23	-.04	.20	-.04	.04	.22	.16	.12	-.03	.81	.68	1.00	.61	.39	.28	.32	.31	.82	.71	.61	.66	.60	.65	.48
Language	.49	-.06	.32	-.07	.30	-.08	.08	.29	.25	.06	.04	.72	.71	.61	1.00	.45	.28	.28	.32	.69	.70	.63	.67	.66	.76	.95
Raven's	.45	-.03	.29	-.05	.26	-.07	.10	.40	.21	-.08	-.08	.48	.52	.39	.45	1.00	.23	.17	.28	.47	.47	.45	.51	.47	.43	.38
Coopersmith	.22	-.00	.17	-.04	.17	-.03	.09	.13	.08	.06	-.01	.30	.32	.28	.28	.23	1.00	.13	.26	.29	.28	.30	.31	.28	.29	.23
IARS (-)	.23	-.00	.11	-.00	.09	-.01	.03	.06	.05	.02	-.02	.32	.31	.32	.28	.17	.13	1.00	.43	.32	.29	.29	.30	.27	.32	.21
IARS (+)	.25	-.05	.15	-.05	.14	-.06	.06	.13	.07	.05	-.02	.34	.34	.31	.32	.28	.26	.43	1.00	.34	.32	.33	.32	.28	.36	.24
Word Knowledge	.54	-.06	.33	-.07	.30	-.07	.07	.34	.26	.03	.02	.97	.73	.82	.69	.47	.29	.32	.34	1.00	.85	.62	.72	.66	.70	.56
Reading	.54	-.02	.33	-.05	.32	-.06	.08	.34	.24	.05	.00	.95	.74	.71	.70	.47	.28	.29	.32	.85	1.00	.62	.72	.70	.66	.60
Math Computations	.49	-.04	.23	-.03	.25	-.04	.10	.21	.12	.03	-.05	.64	.89	.61	.63	.45	.30	.29	.33	.62	.62	1.00	.74	.73	.57	.55
Math Concepts	.52	-.05	.29	-.05	.31	-.05	.09	.34	.23	-.01	-.02	.74	.94	.66	.67	.51	.31	.30	.32	.72	.72	.74	1.00	.84	.62	.57
Math Problem Solving	.49	-.03	.28	-.06	.27	-.07	.08	.30	.22	.00	-.01	.71	.93	.60	.66	.47	.28	.27	.28	.66	.70	.73	.84	1.00	.58	.59
Language Part A	.46	-.06	.29	-.05	.25	-.06	.04	.27	.24	.08	.05	.71	.64	.65	.76	.43	.29	.32	.36	.70	.66	.57	.62	.58	1.00	.51
Language Part B	.42	-.05	.29	-.06	.28	-.08	.08	.25	.20	.03	.03	.60	.62	.48	.95	.38	.23	.21	.24	.56	.60	.55	.57	.59	.51	1.00

Table A4-5

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II POOLED ANALYSES

	Total Reading	Total Math	Spelling	Language	Raven's	Coopersmith	IARS (-)	IARS (+)	Word Knowledge	Reading	Math Computations	Math Concepts	Math Problem Solving	Language Part A	Language Part B
Fall Kindergarten WRAT	.6322	.6330	.3969	.2765	.1172	.0954	.0422	.0379	.3655	.2666	.2156	.2607	.2167	.0908	.1857
Family Income	.0004	.0003	.0002	.0002	.0001	.0001	.0000	.0000	.0002	.0002	.0001	.0001	.0001	.0001	.0001
Missing WRAT	-4.6545	-5.5314	-4.5711	-2.7213	-.6944	.2405	-.1195	-.7218	-3.5847	-1.0698	-1.9879	-2.4036	-1.1399	-.9562	-1.7651
Occupation	.5029	.5833	.2152	.2737	.0513	.1933	.0522	.0736	.2700	.2319	.2100	.2387	.1346	.0551	.2166
Missing Occupation	-.0015	-.0024	.0155	-.0103	-.0087	.0117	-.0021	-.0030	.0026	-.0040	-.0052	.0064	-.0036	-.0002	-.0101
Missing Income	-1.1243	-1.4556	-2.6704	.4047	.7418	-1.3996	.0934	-.0300	-1.0519	-.0723	-.2442	-.9886	-.2237	-.1565	.5612
First Language	15.3810	21.8910	11.0543	3.0721	4.7752	8.6496	2.6487	.9522	7.7156	7.6657	4.7787	11.2430	5.8691	3.4299	-.3579
Sex	1.0154	-.2468	2.0298	-.3419	-.3914	1.9393	-.0052	-.0157	.0949	.9205	.6439	-.8698	-.0208	.4783	-.8202
Ethnicity (1) White vs. Black	1.0311	2.4534	-.0328	.7217	.5744	.8192	.2170	1.0504	.8755	.1556	.9470	1.0087	.4977	.8916	-.1699
Ethnicity (2) White vs. Other	.8240	-6.9071	-.8967	-.6955	.8516	-.5185	1.5630	1.3333	.4602	.3668	-2.8787	-1.5364	-2.4920	-.2567	-.4398
Entry Age	-.1650	.1327	-.1332	-.0701	.0273	.1662	.0201	.0174	-.1280	-.0371	.0922	.0432	-.0028	-.0372	-.0409
WRAT x Ethnicity (1)	.0269	.0569	-.0279	.0303	-.0099	-.0065	-.0052	-.0036	-.0030	.0319	.0088	.0206	.0374	-.0012	.0375
WRAT x Ethnicity (2)	-.0112	-.0079	-.0132	-.0144	-.0088	.0117	-.0066	-.0075	-.0100	-.0012	.0041	-.0090	-.0030	.0016	-.0160
WRAT x First Language	.0646	.0337	.0353	.0175	.0160	.0061	.0014	-.0107	.0361	.0265	.0234	.0000	.0103	.0141	.0034
Sex x Ethnicity (1)	-.5171	-1.6548	-.5153	-.1431	.0225	.6930	-.5327	-.1632	-.3432	-.1739	-.0232	-.6456	-.9660	-.3730	.2299
Sex x Ethnicity (2)	-.3619	2.4015	-.0221	-.0500	.1933	.1086	.7011	.2715	.3038	-.6657	.3511	.7815	1.2689	.2994	-.3493
Sex x First Language	-1.9670	-3.4005	.4539	2.1356	-1.3227	-2.0727	-.6387	.3630	-.6365	-1.3305	-1.4756	.0346	-1.9594	-.5692	2.7047
Age x Ethnicity (1)	.0154	-.0067	.0227	-.0063	.0274	-.0033	-.0022	-.0127	.0096	.0057	-.0028	.0007	-.0046	-.0092	.0029
Age x Ethnicity (2)	-.0183	.1003	.0255	.0189	-.0251	-.0039	-.0258	-.0234	-.0069	-.0115	.0363	.0250	.0391	.0077	.0112
Age x First Language	-.2822	-.4094	-.2456	-.0579	-.0982	-.1578	-.0520	-.0232	-.1403	-.1419	-.0978	-.2065	-.1051	-.0644	.0065

Figure A4-3

JOINT DISTRIBUTION OF LOCAL FT MAT READING AND LOCAL FT WRAT SCORE

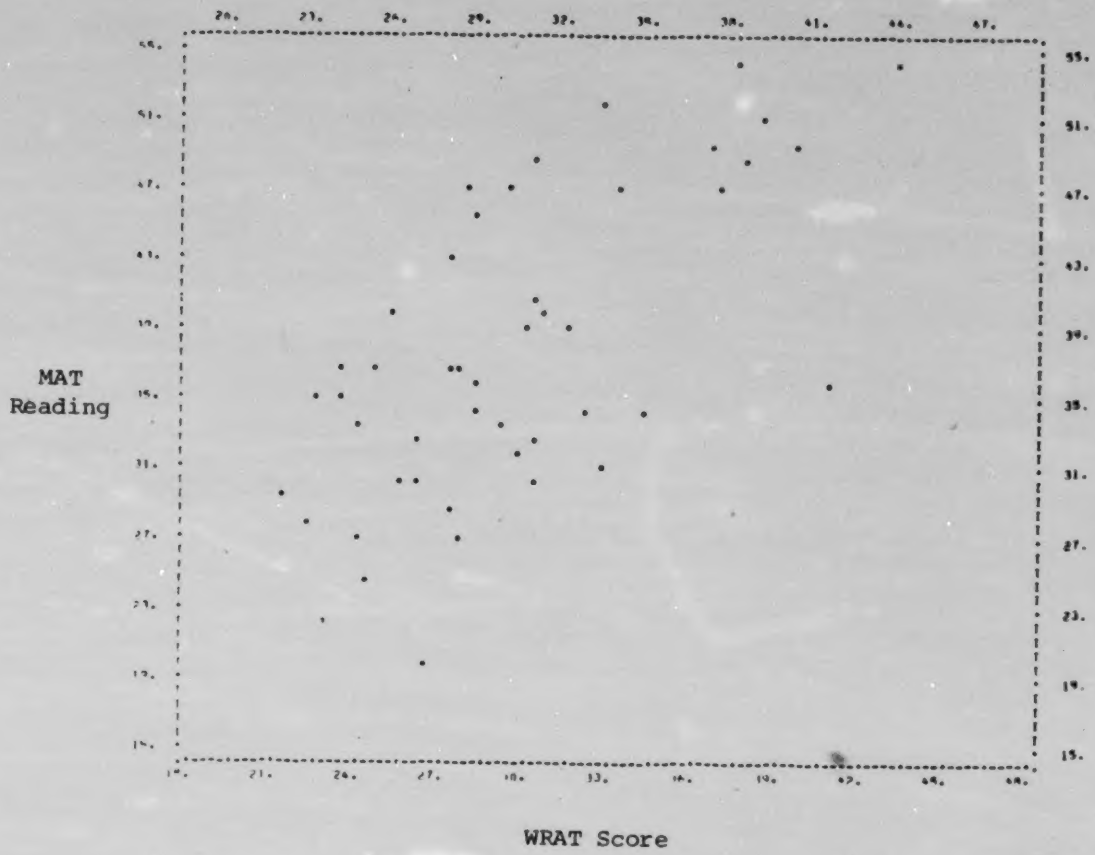


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Figure A4-4

JOINT DISTRIBUTION OF LOCAL FT/NFT DIFFERENCE ON MAT READING AND LOCAL FT/NFT DIFFERENCE ON WRAT

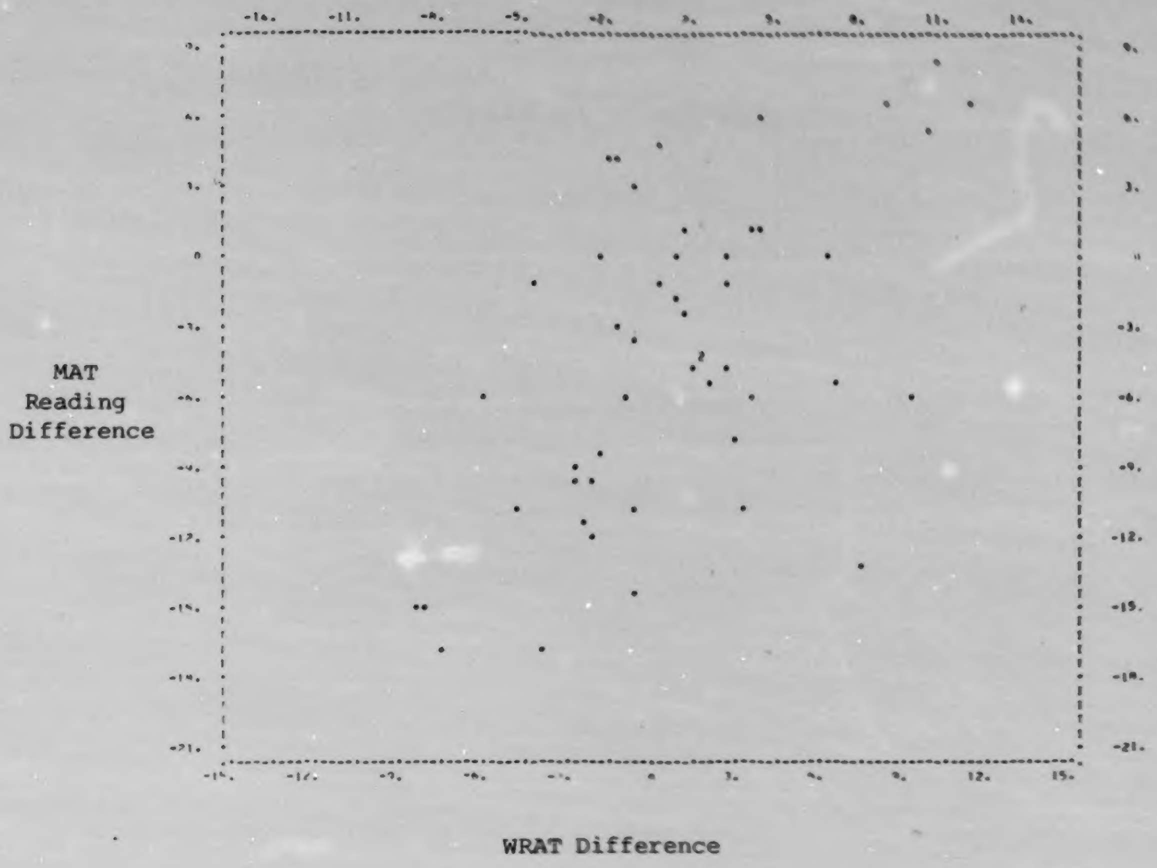

Figure A4-5

JOINT DISTRIBUTION OF LOCAL FT/NFT ADJUSTED DIFFERENCES ON MAT READING AND LOCAL FT/NFT RAW DIFFERENCES ON WRAT

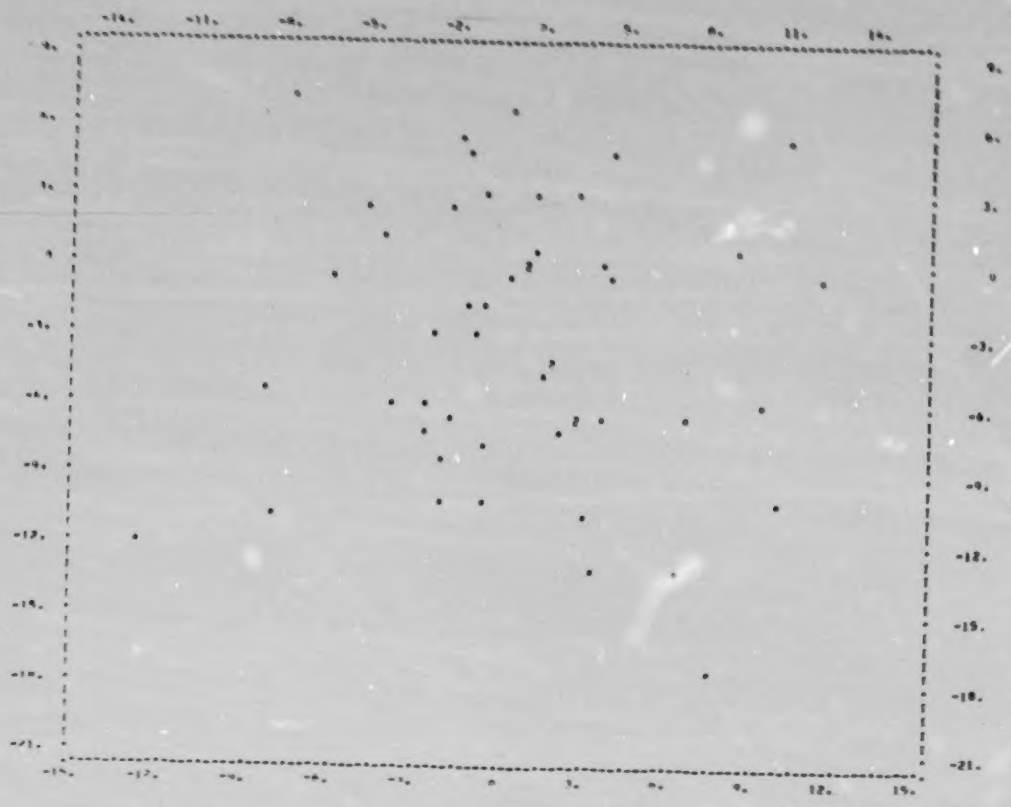

Figure A 4–6

CHANGES IN RANK ORDER OF FT AND NFT MEAN SCORES FROM WRAT PRETEST TO MAT READING, MATHEMATICS AND SPELLING POSTTEST FOR COHORT II SITES

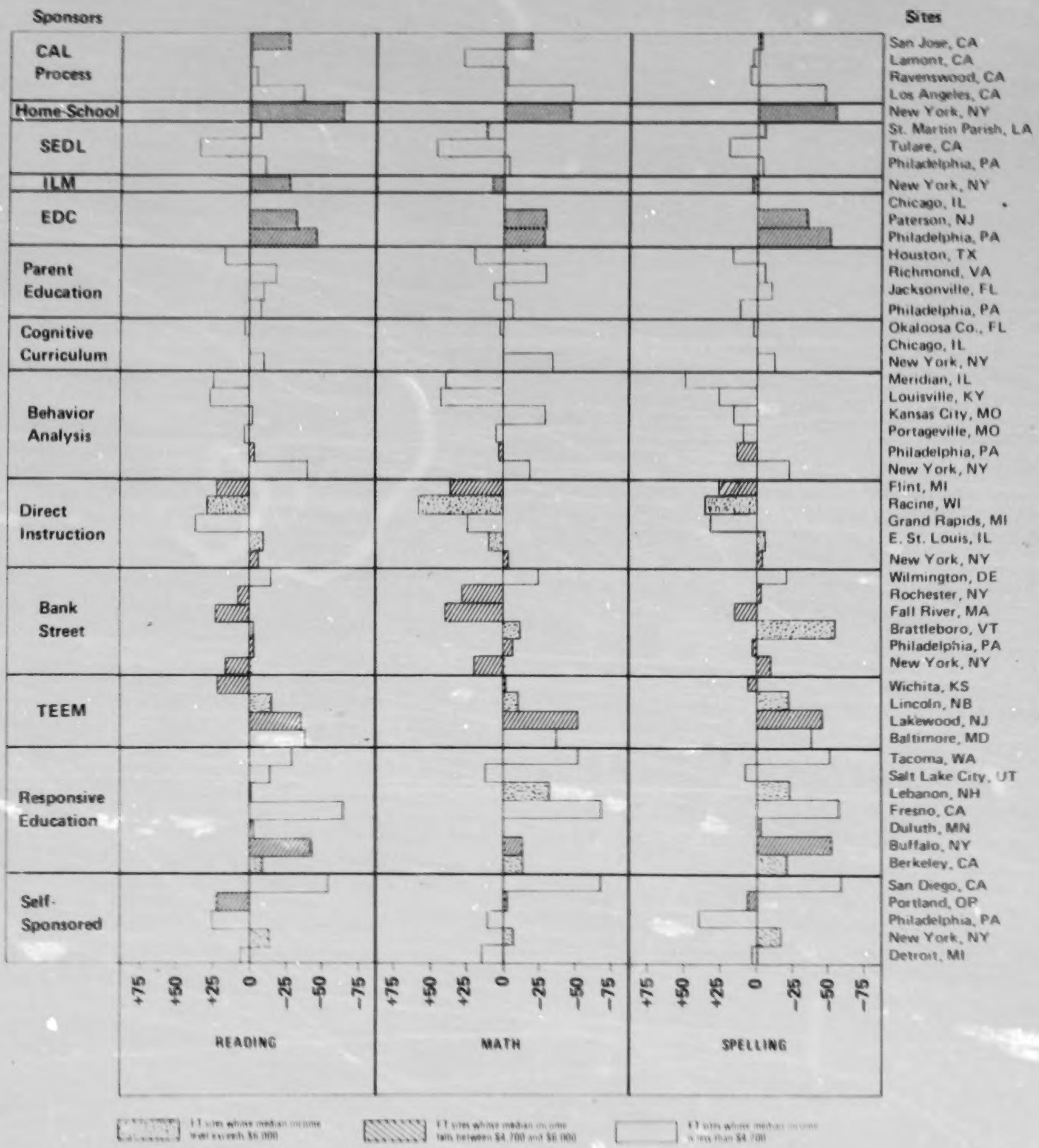

Figure A 4–7
DIFFERENCES BETWEEN LOCAL FT AND NFT RANKS ON POSTTEST MINUS THE DIFFERENCES BETWEEN FT AND NFT LOCAL RANKS ON PRETEST
(RANK GAP CHANGES)

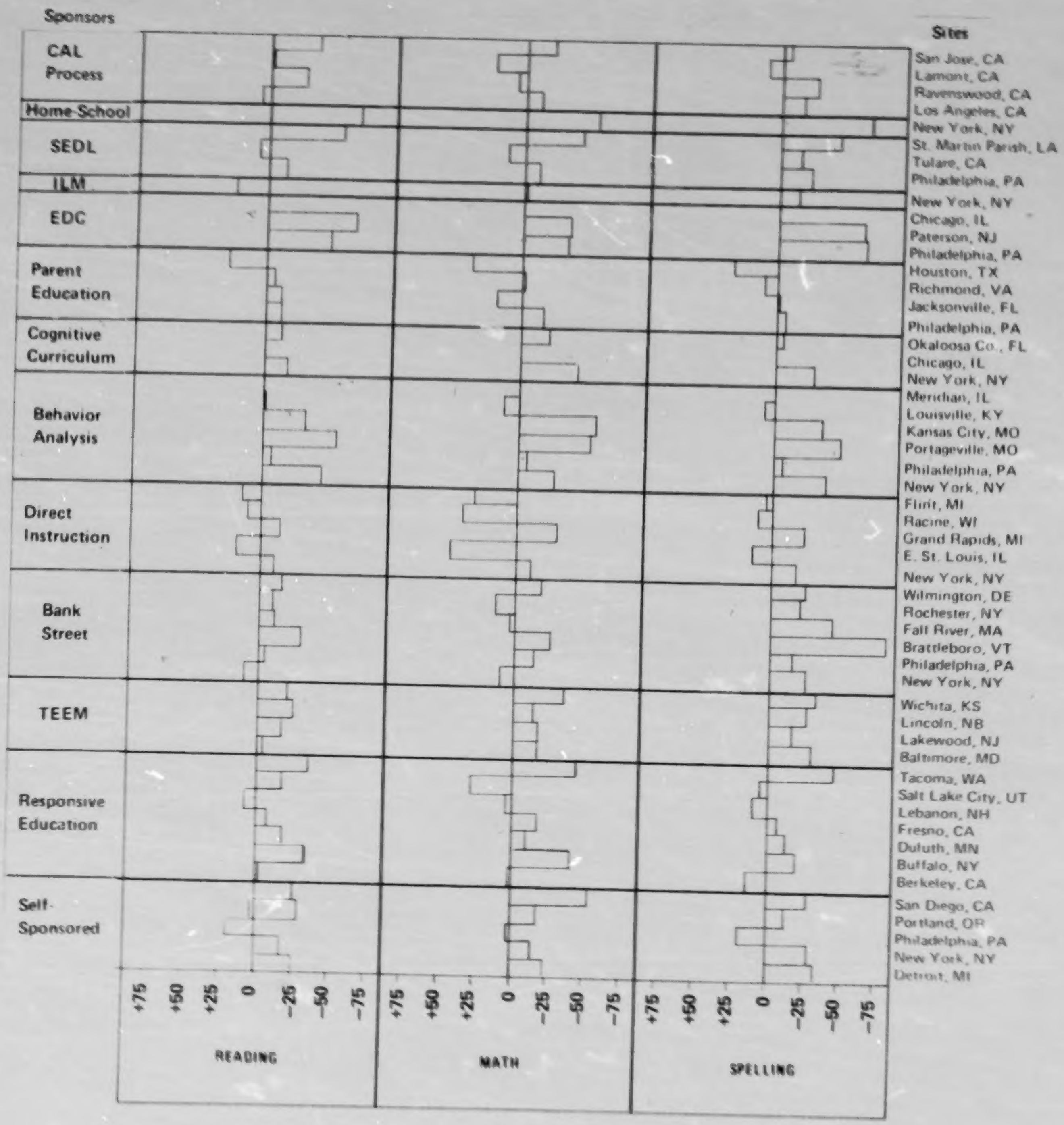

Figure A 4–8
DIFFERENCES BETWEEN BEST MATCHED FT AND NFT RANKS ON POSTTEST MINUS THE DIFFERENCES BETWEEN FT AND NFT BEST MATCHED RANKS ONPRETEST (RANK GAP CHANGES)

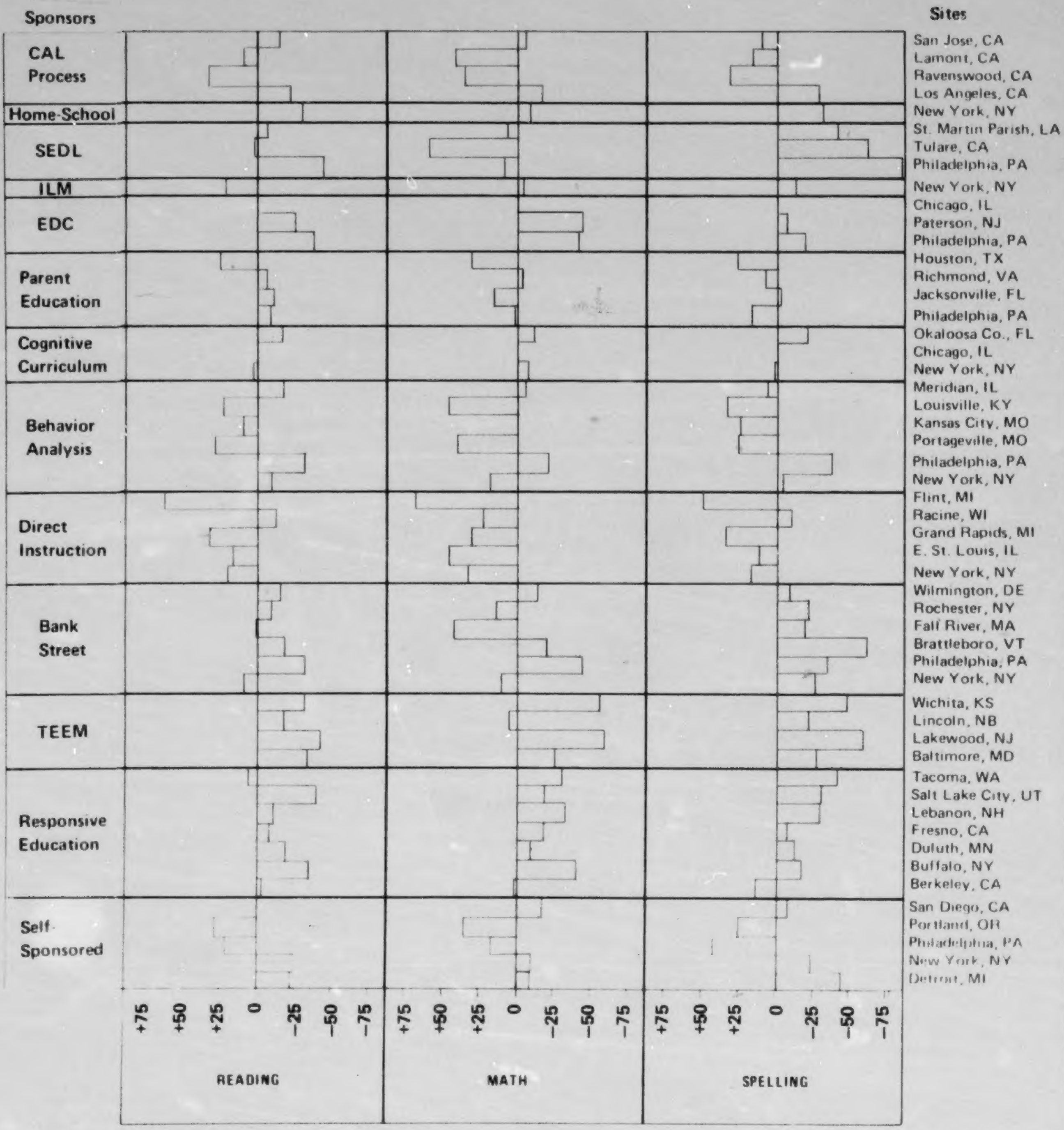

Figure A 4–9

DIFFERENCES BETWEEN FT AND LOCAL NFT ADJUSTED THIRD GRADE OUTCOMES ON MAT READING, MATHEMATICS AND SPELLING IN STANDARD DEVIATION UNITS FOR COHORT II SITES

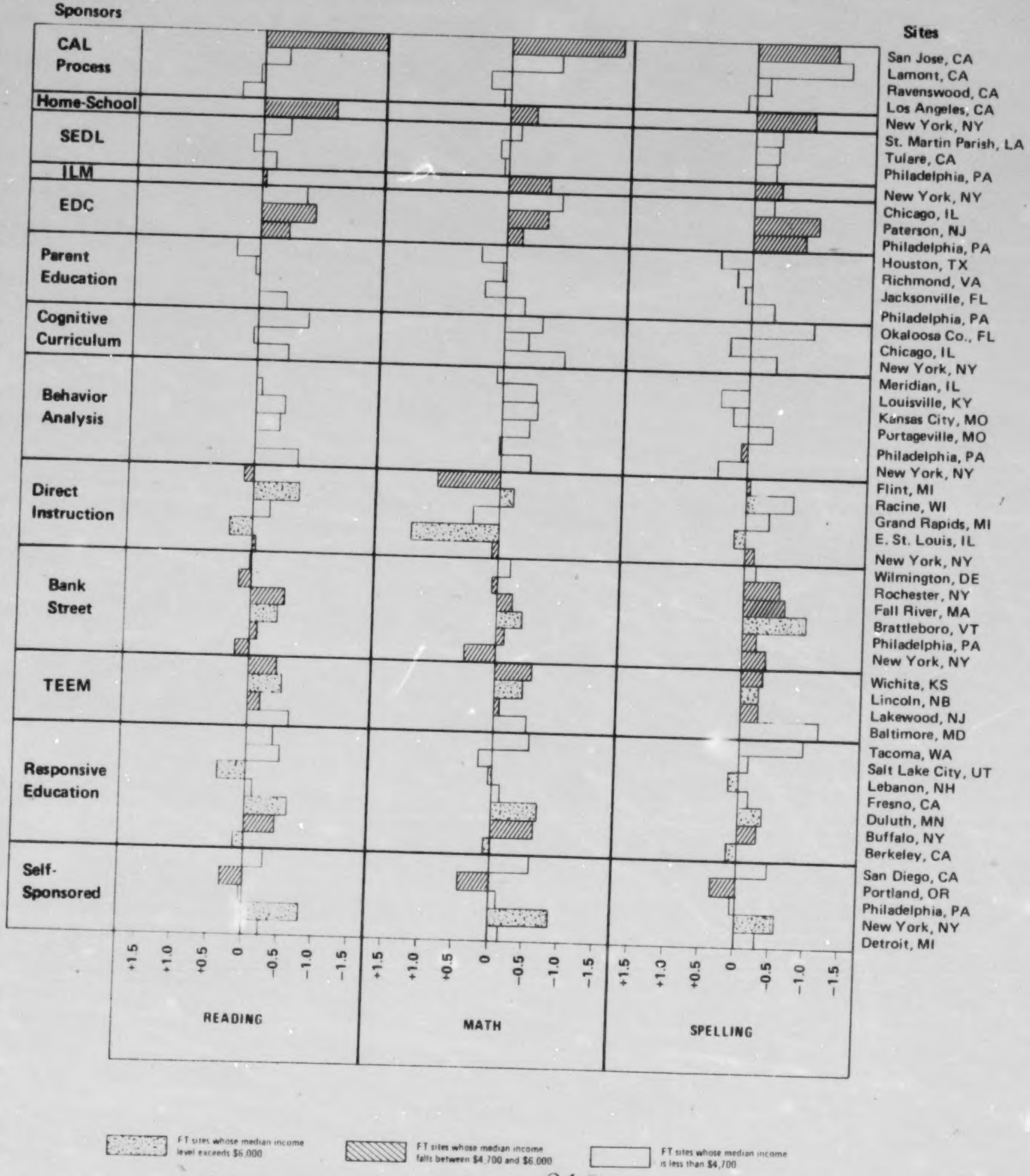

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Figure A 4–10

DIFFERENCES BETWEEN FT AND MATCHED NFT ADJUSTED THIRD GRADE OUTCOMES ON MAT READING, MATHEMATICS AND SPELLING IN STANDARD DEVIATION UNITS FOR COHORT II SITES

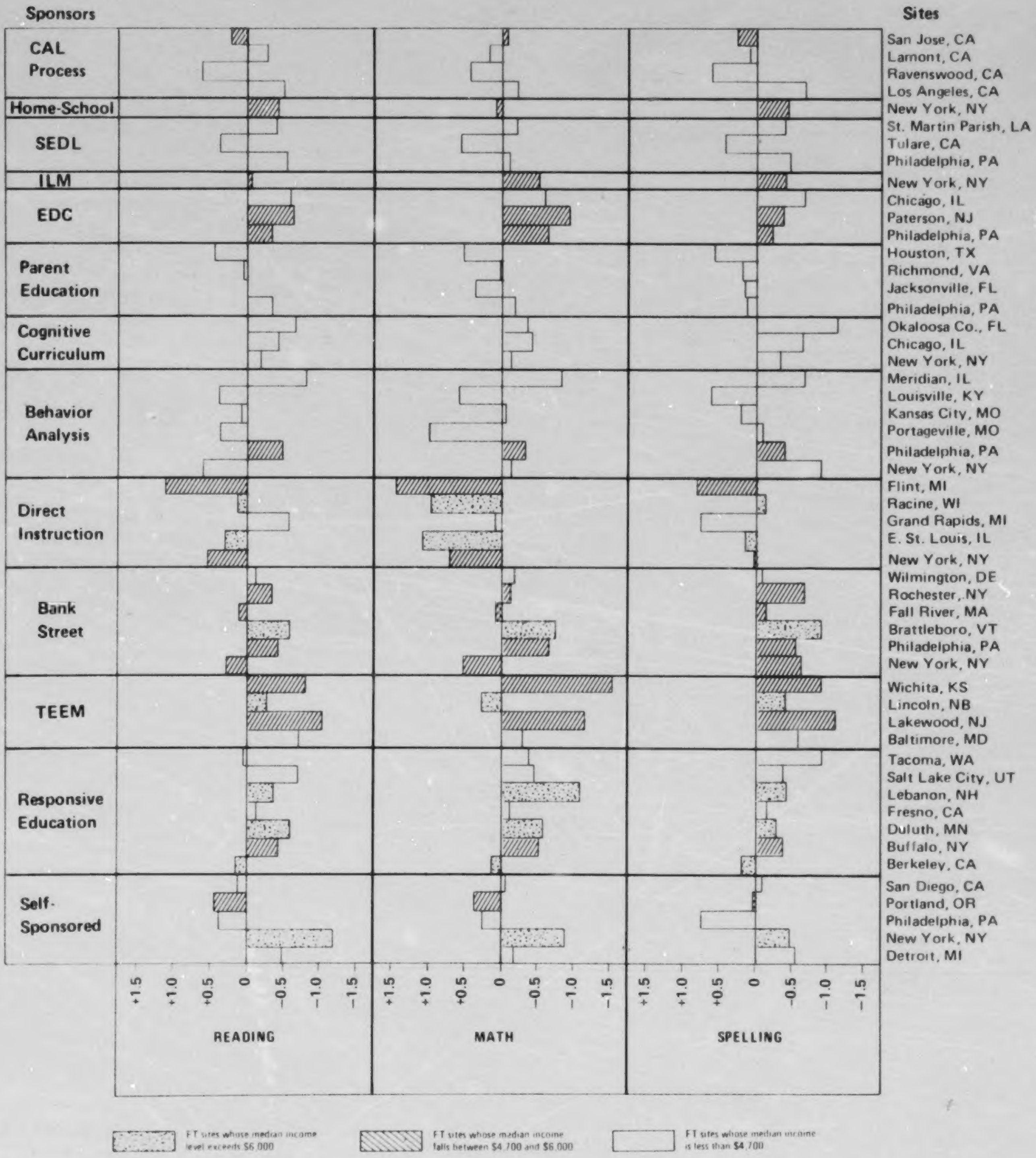

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Figure A 4–11

DIFFERENCES BETWEEN FT AND POOLED NFT ADJUSTED THIRD GRADE OUTCOMES ON MAT READING, MATHEMATICS AND SPELLING IN STANDARD DEVIATION UNITS FOR COHORT II SITES

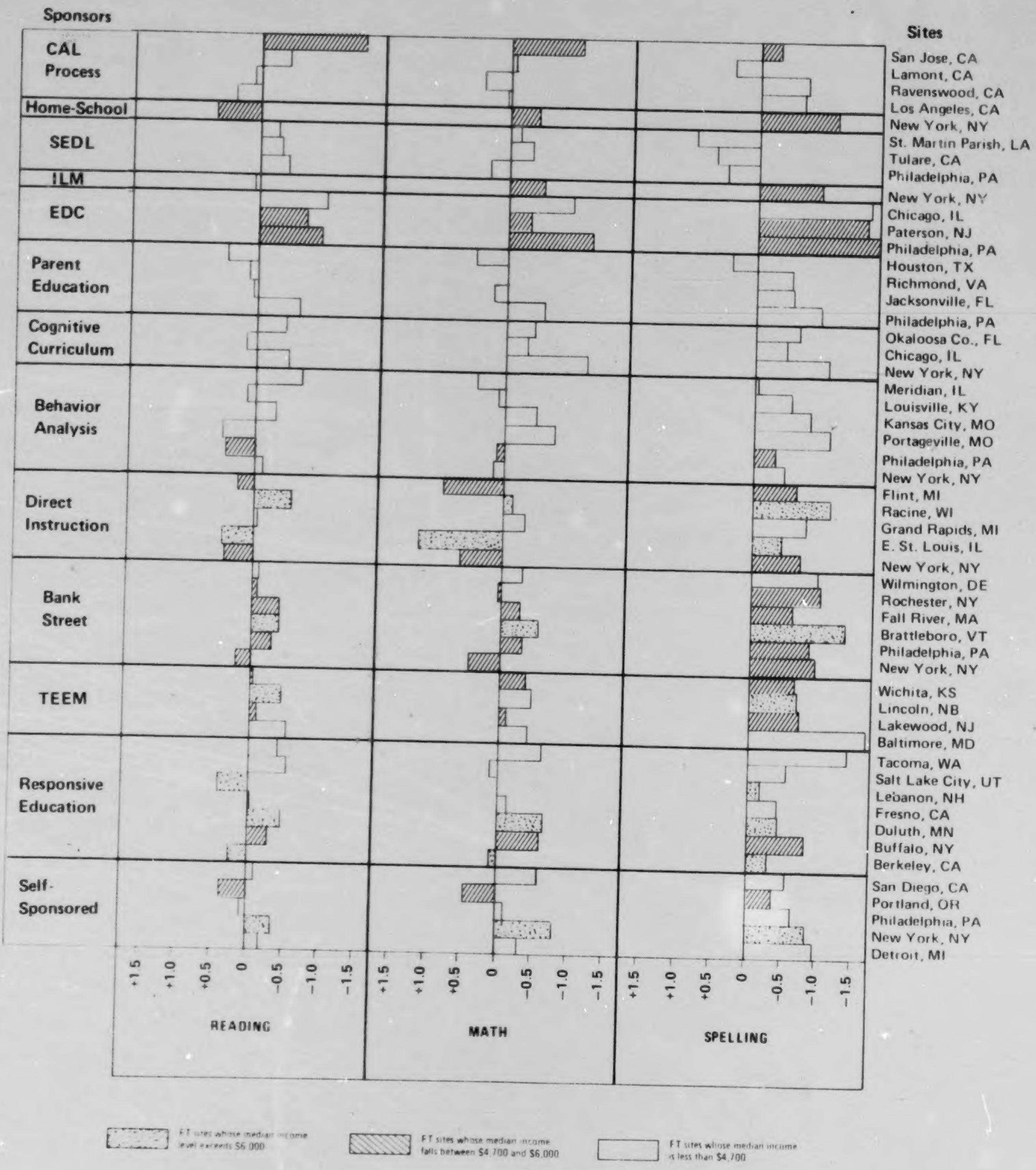

Table A5-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES FOR COHORT III SITES IN RESPONSIVE EDUCATION MODEL

	BUFFALO, NY			DULUTH, MN			FRESNO, CA			ST. LOUIS, MO		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	46.2	43.7	56.5	40.2	54.1	49.6	44.0	49.4		52.5	42.1	
Number	7	6	4	5	4	3	5	11		4	3	
Local Mean Difference	2.5 ←				→ 13.9			→ 5.4		10.4 ←		
Best Match Mean Difference			→ 10.3			→ 9.4		→ 5.4				
Flexible Classroom	57.3	47.1	47.5	54.3	39.4	41.6	51.0	48.6		54.9	52.5	
Number	8	6	4	5	4	3	5	11		4	3	
Local Mean Difference	10.2 ←			14.9 ←								
Best Match Mean Difference	9.8 ←			12.7 ←								
Individualization	60.0	49.3	40.2	51.9	42.5	41.5	55.6	56.8		47.2	47.7	
Number	8	6	4	5	4	3	5	10		4	3	
Local Mean Difference	10.7 ←			9.4 ←								
Best Match Mean Difference	19.8 ←			10.4 ←								
Academic (vs. Emotional) Emphasis	46.3	46.2	43.2	54.4	46.6	46.6	44.4	47.5		50.8	42.9	74.5
Number	8	6	4	5	4	3	5	10		4	3	1
Local Mean Difference				7.8 ←				→ 3.1		7.9 ←		
Best Match Mean Difference	3.1 ←			7.8 ←				→ 3.1				→ 23.7
Satisfaction with Sponsor	50.9			48.1			53.2			61.2		
Number	8			5			5			2		
Local Mean Difference												
Best Match Mean Difference												
BEST MATCH SITE	Philadelphia, PA*			Tacoma, WA			Local			Kansas City, MO		

	SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	42.9	49.8	42.1	45.7	49.6	49.4	45.2	48.1	
Number	4	5	3	8	3	14			
Local Mean Difference		→ 6.9			→ 3.9			→ 2.9	
Best Match Mean Difference						→ 3.7			
Flexible Classroom	63.7	43.5	52.5	56.3	41.6	49.8	56.2	45.4	
Number	4	5	3	8	3	14			
Local Mean Difference	20.2 ←			14.7 ←			10.8 ←		
Best Match Mean Difference	11.2 ←			6.5 ←					
Individualization	55.0	43.2	47.7	55.0	41.5	56.5	54.1	46.8	
Number	4	5	3	8	3	14			
Local Mean Difference	11.8 ←			13.5 ←			7.3 ←		
Best Match Mean Difference	7.3 ←								
Academic (vs. Emotional) Emphasis	46.6	48.3	42.9	49.4	46.6	51.4	48.6	46.4	
Number	4	5	3	8	3	14			
Local Mean Difference				2.8 ←					
Best Match Mean Difference	3.7 ←								
Satisfaction with Sponsor	49.0			50.7			52.2		
Number	4			8					
Local Mean Difference									
Best Match Mean Difference									
BEST MATCH SITE	St. Louis, MO			Providence, RI					

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* Buffalo's Best Matched Site is Bank Street's Philadelphia NFT group.

Table A5-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Years in School												
Mean	5.7	6.2		9.0	5.0		3.3	5.8		4.1	4.8	
Standard Deviation	2.3	3.1		9.3	3.8		2.4	4.2		4.0	4.5	
Number	9	15		5	8		9	6		7	9	
Years in Model												
Mean	3.4			3.0			2.8			1.9		
Standard Deviation	2.1			1.4			2.3			1.7		
Number	9			5			8			7		
Age in Years												
Mean	40.2	36.2		38.4	34.2.		30.0	39.8		35.1	34.6	
Standard Deviation	9.8	8.9		12.4	9.8		8.1	9.8		9.5	11.3	
Number	9	14		5	8		9	6		7	9	
Teacher Ethnicity												
Percent White	33	60		60	75		100	100		71	67	
Percent Black	56	13		40	25		0	0		29	33	
Percent Spanish Surname	0	13		0	0		0	0		0	0	
Percent Other	11	13		0	0		0	0		0	0	
Number	9	15		5	8		8	6		7	9	
Teacher Certification												
Percent None	0	0		0	0		0	0		0	0	
Percent Temporary	0	0		20	25		0	0		0	0	
Percent Renewable/Permanent	89	100		80	62		100	83		86	100	
Percent Other	11	0		0	12		0	17		14	0	
Number	9	15		5	8		9	6		7	9	
BEST MATCH SITE	Local			Local			Local			Local		

	LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Years in School												
Mean	2.0	3.5	9.4	3.8	4.4	6.0	2.6	6.4	6.0	4.4	5.2	
Standard Deviation	.82	2.5	7.2	5.5	4.0	4.2	2.6	5.7	5.4			
Number	4	4	13	4	10	7	7	7	5			
Years in Model												
Mean	2.0			1.8			2.0			2.4		
Standard Deviation	.8			1.5			1.0					
Number	4			4			7					
Age in Years												
Mean	28.7	36.2	54.2	28.8	32.1	37.6	31.2	38.3	28.4	33.2	35.9	
Standard Deviation	3.8	14.6	10.3	9.5	9.6	14.4	6.4	14.4	5.3			
Number	3	4	13	4	10	7	6	7	7			
Teacher Ethnicity												
Percent White	100	100	100	100	100	100	71	100	0	76	86	
Percent Black	0	0	0	0	0	0	29	0	100	22	10	
Percent Spanish Surname	0	0	0	0	0	0	0	0	0	0	2	
Percent Other	0	0	0	0	0	0	0	0	0	2	2	
Number	3	4	13	4	10	7	7	7	5			
Teacher Certification												
Percent None	0	0	0	0	0	0	0	0	0	0	0	
Percent Temporary	0	25	0	0	0	14	14	29	0	5	11	
Percent Renewable/Permanent	100	75	100	100	100	86	86	71	100	92	84	
Percent Other	0	0	0	0	0	0	0	0	0	4	4	
Number	3	4	13	4	10	7	7	7	4			
BEST MATCH SITE	Lincoln, NB			Tulare, CA			Baltimore, MD					

Table A5-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN RESPONSIVE EDUCATION MODEL

	BUFFALO, NY			DULUTH, MN			FRESNO, CA			ST. LOUIS, MO			SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Years in School																				
Mean	3.2	7.5	3.5	6.4	5.5	8.3	7.4	5.0		12.8	16.3	10.0	3.2	4.0	16.3	2.0	8.3	6.6	5.8	7.8
Standard Deviation	2.8	3.9	2.6	7.8	1.7	2.3	4.6	4.3		8.1	11.7	0	1.0	5.7	11.7	1.5	2.3	4.1	4.3	4.9
Number	8	6	4	5	4	3	5	11		4	3	1	4	5	3	8	3	14		
Years in Model																				
Mean	2.5			2.2			2.6			3.3			2.2			1.9			2.4	
Standard Deviation	1.3			1.3			1.5			1.5			1.5			1.2			1.4	
Number	8			5			5			3			4			8				
Age in Years																				
Mean	31.0	33.2	29.2	31.8	43.8	30.0	44.2	34.8		40.2	37.5	55.0	33.8	41.0	37.5	30.6	30.0	32.2	35.3	36.7
Standard Deviation	7.7	8.1	3.3	12.9	14.2	3.5	11.8	10.1		17.3	12.0	0	11.2	19.6	12.0	8.0	3.5	7.1	11.5	11.2
Number	8	6	4	4	4	3	4	11		4	2	1	4	5	2	8	3	13		
Teacher Ethnicity																				
Percent White	62	100	75	100	100	100	80	64		33	0	0	100	100	0	75	100	100	75	77
Percent Black	38	0	0	0	0	0	20	18		67	100	100	0	0	100	25	0	0	25	20
Percent Spanish Surname	0	0	0	0	0	0	0	9		0	0	0	0	0	0	0	0	0	0	2
Percent Other	0	0	25	0	0	0	0	9		0	0	0	0	0	0	0	0	0	0	2
Number	8	6	4	5	4	3	5	11		3	3	1	4	5	3	8	3	14		
Teacher Certification																				
Percent None	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0
Percent Temporary	38	0	0	0	0	100	0	27		0	0	0	0	20	0	62	100	0	17	24
Percent Renewable/Permanent	62	100	100	100	100	0	80	64		100	100	100	100	80	100	38	0	86	80	74
Percent Other	0	0	0	0	0	0	20	9		0	0	0	0	0	0	0	0	14	3	2
Number	8	6	4	5	4	3	5	11		4	3	1	4	5	3	8	3	14		
BEST MATCH SITE	Philadelphia, PA*			Tacoma, WA			Local			Kansas City, MO			St. Louis, MO			Providence, RI				

*Buffalo's Best Matched Site is Bank Street's Philadelphia NFT group.

Table A5-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974) FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	42.5	44.9		47.7	46.1		44.6	46.9		47.6	50.5		41.3	40.5	46.8	36.6	52.0	48.5	43.9	49.4	50.6	43.5	47.2	
Number	9	14		4	8		9	6		7	8		4	4	13	4	10	7	7	7	3			
Local Mean Difference								→ 3.3			→ 2.9						→ 15.4			→ 5.5			→ 3.7	
Best Match Mean Difference								→ 3.3			→ 2.9				→ 5.5			→ 11.9			→ 6.7			
Flexible Classroom	54.0	53.7		56.3	50.0		47.7	49.8		49.3	48.6		61.7	60.6	47.0	55.6	48.6	50.8	58.1	48.9	48.9	54.7	51.5	
Number	9	14		4	7		9	6		6	9		4	3	13	4	10	7	7	7	4			
Local Mean Difference				6.3 ←												7.0 ←			9.2 ←			3.2 ←		
Best Match Mean Difference				6.3 ←									14.7 ←			4.8 ←			9.2 ←			6.7 ←		
Individualization	56.3	48.5		56.8	51.5		50.5	46.7		51.9	54.6		55.0	48.8	48.0	50.3	43.8	53.6	52.7	46.5	44.1	53.4	48.6	
Number	9	14		5	8		9	6		7	9		4	4	13	4	10	7	7	7	4			
Local Mean Difference	7.8 ←			5.3 ←			3.8 ←				→ 2.7		6.2 ←			6.5 ←			6.2 ←			4.8 ←		
Best Match Mean Difference	7.8 ←			5.3 ←			3.8 ←				→ 2.7		7.0 ←					→ 3.3	8.6 ←					
Academic (vs. Emotional) Emphasis	48.5	49.7		42.2	54.2		51.0	50.8		50.6	48.2		36.2	45.9	47.9	55.0	48.3	59.4	49.9	50.2	46.6	47.6	49.6	
Number	9	12		5	7		9	6		7	9		4	4	13	4	10	7	6	7	4			
Local Mean Difference					→ 12.0									→ 9.7		6.7 ←								
Best Match Mean Difference					→ 12.0										→ 11.7			→ 4.4	3.3 ←					
Satisfaction with Sponsor	52.6			51.3			47.3			47.2			56.4			38.6			48.6			48.9		
Number	9			5			9			7			4			4			7					
Local Mean Difference																								
Best Match Mean Difference																								
BEST MATCH SITE	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD					

Table A5-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

	BERKELEY, CA		BUFFALO, NY		DULUTH, MN		FRESNO, CA	
	FT	NFT Local / Best Match	FT	NFT Local / Best Match	FT	NFT Local / Best Match	FT	NFT Local / Best Match
School Helped Child	51.7	46.9	48.4	46.8	51.6	48.4	53.5	50.5
Number	40	26	42	24	35	47	28	33
Local Mean Difference	4.8 ←				3.2 ←		3.0 ←	
Best Match Mean Difference	4.8 ←				3.2 ←		3.0 ←	
School Helped Parent Understand	52.4	45.2	54.0	48.4	48.0	46.2	50.7	48.9
Number	40	26	41	24	35	47	28	35
Local Mean Difference	7.2 ←		5.6 ←					
Best Match Mean Difference	7.2 ←		5.6 ←					
Child's Progress in School	59.1	55.6	47.6	47.3	47.9	50.3	53.3	53.0
Number	39	26	42	24	35	46	26	33
Local Mean Difference	3.5 ←							
Best Match Mean Difference	3.5 ←							
PAC Involvement	50.0	43.4	50.6	44.4	48.9	41.2	51.4	50.7
Number	13	8	27	8	21	14	16	19
Local Mean Difference	6.6 ←		6.2 ←		7.7 ←			
Best Match Mean Difference	6.6 ←		6.2 ←		7.7 ←			
Child's Emotional Adjustment	50.7	48.2	52.0	46.1	45.6	46.5	51.5	49.3
Number	40	23	42	24	35	47	27	34
Local Mean Difference	2.5 ←		5.9 ←					
Best Match Mean Difference	2.5 ←		5.9 ←					
Parent Visits to School	48.7	47.3	54.5	49.7	49.6	46.5	51.7	49.9
Number	36	24	38	22	34	43	27	29
Local Mean Difference			4.8 ←		3.1 ←			
Best Match Mean Difference			4.8 ←		3.1 ←			
Parent Child Interaction	50.2	48.8	52.8	51.2	45.5	45.3	52.4	48.7
Number	26	16	29	14	25	27	20	21
Local Mean Difference							3.7 ←	
Best Match Mean Difference							3.7 ←	
Parent Locus	54.9	53.7	47.9	48.2	54.5	54.5	52.8	49.8
Number	35	22	42	24	34	43	25	32
Local Mean Difference							3.0 ←	
Best Match Mean Difference							3.0 ←	
BEST MATCH SITE	Local		Local		Local		Local	

	LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
School Helped Child	55.7	51.9	51.7	51.1	45.7	50.6	55.9	49.6	49.9	52.6	48.5	
Number	17	21	19	24	32	24	29	28	20	215	211	
Local Mean Difference	3.8 ←			5.4 ←			6.3 ←			4.1 ←		
Best Match Mean Difference	4.0 ←						6.0 ←					
School Helped Parent Understand	48.7	44.9	47.0	50.9	43.5	48.0	55.3	47.3	48.6	51.4	46.3	
Number	17	21	19	27	32	24	29	28	20	217	213	
Local Mean Difference	3.8 ←			7.4 ←			8.0 ←			5.1 ←		
Best Match Mean Difference				2.9 ←			6.7 ←					
Child's Progress in School	52.2	49.3	53.6	48.7	48.9	50.4	50.6	49.4	49.4	51.3	50.5	
Number	18	21	19	26	31	24	29	29	20	215	210	
Local Mean Difference	2.9 ←											
Best Match Mean Difference												
PAC Involvement	50.7	39.4	39.4	53.0	42.1	40.8	58.9	42.1	48.5	51.9	43.3	
Number	12	6	3	20	9	6	20	6	7	149	70	
Local Mean Difference	11.3 ←			10.9 ←			16.8 ←			8.6 ←		
Best Match Mean Difference	11.3 ←			12.2 ←			10.4 ←					
Child's Emotional Adjustment	49.4	47.7	51.7	47.8	44.2	50.3	53.3	46.1	50.3	50.0	46.9	
Number	18	21	19	27	32	24	28	29	21	217	210	
Local Mean Difference				3.6 ←			7.[illegible] ←			3.1 ←		
Best Match Mean Difference						→ 2.5	[illegible].0 ←					
Parent Visits to School	45.9	47.8	46.4	52.1	47.7	46.9	55.1	47.4	49.8	51.5	48.0	
Number	17	20	16	24	31	22	24	22	18	200	191	
Local Mean Difference				4.4 ←			7.7 ←			3.5 ←		
Best Match Mean Difference	2.5 ←			5.2 ←			5.3 ←					
Parent Child Interaction	45.5	45.3	45.6	50.1	45.9	46.3	49.9	45.3	55.7	49.5	47.2	
Number	13	15	9	20	24	16	15	15	21	148	132	
Local Mean Difference				4.2 ←			4.6 ←					
Best Match Mean Difference				3.8 ←					→ 5.8			
Parent Locus	55.8	56.7	56.5	49.1	55.8	50.0	54.0	52.2	48.7	52.7	53.0	
Number	18	20	19	27	32	24	29	29	20	214	202	
Local Mean Difference					→ 6.7							
Best Match Mean Difference							5.3 ←					
BEST MATCH SITE	Lincoln, NB			Tulare, CA			Baltimore, MD					

Table A5-5 (Continued)

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School's Receptivity	51.1	50.7		52.2	48.8		54.0	53.5		49.5	51.1	
Number	36	22		42	24		28	43		24	27	
Local Mean Difference				3.4 ←								
Best Match Mean Difference				3.4 ←								
Talks with Teacher	50.7	55.2		45.2	51.4		53.4	51.5		53.6	55.8	
Number	36	24		39	22		34	43		27	29	
Local Mean Difference		→ 4.5			→ 6.2							
Best Match Mean Difference		→ 4.5			→ 6.2							
School Helped Parent Personally	51.5	49.2		55.4	48.8		49.3	45.0		52.2	49.5	
Number	40	26		42	24		34	48		28	35	
Local Mean Difference				6.6 ←			4.3 ←			2.7 ←		
Best Match Mean Difference				6.6 ←			4.3 ←			2.7 ←		
Satisfaction with Teacher	55.8	49.2		49.7	48.5		51.7	48.4		54.5	50.4	
Number	37	26		41	24		33	48		28	25	
Local Mean Difference	6.6 ←						3.3 ←			4.1 ←		
Best Match Mean Difference	6.6 ←						3.3 ←			4.1 ←		
BEST MATCH SITE	Local			Local			Local			Local		

	LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School's Receptivity	52.0	50.7	56.1	48.0	52.1	49.8	57.0	51.4	49.4	52.0	51.2	
Number	18	20	19	26	31	24	29	29	20	203	196	
Local Mean Difference					→ 4.1		5.6 ←					
Best Match Mean Difference			→ 4.1				7.6 ←					
Talks with Teacher	59.1	54.3	54.6	51.5	48.2	53.3	48.8	45.8	47.1	51.8	51.7	
Number	17	20	16	24	31	22	26	22	18	203	191	
Local Mean Difference	4.8 ←			3.3 ←			3.0 ←					
Best Match Mean Difference	4.5 ←											
School Helped Parent Personally	54.6	49.1	46.6	49.5	47.1	48.0	56.7	47.0	48.3	52.7	48.0	
Number	18	21	19	27	32	24	29	28	21	218	214	
Local Mean Difference	5.5 ←						9.7 ←			4.7 ←		
Best Match Mean Difference							8.4 ←					
Satisfaction with Teacher	56.4	54.8	53.7	49.7	46.1	52.8	51.1	51.9	50.5	52.7	49.9	
Number	17	19	18	22	30	13	18	28	21	196	200	
Local Mean Difference				3.6 ←						2.8 ←		
Best Match Mean Difference	2.7 ←					→ 3.1						
BEST MATCH SITE	Lincoln, NB			Tulare, CA			Baltimore, MD					

Figure A5-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN RESPONSIVE ENVIRONMENT MODEL HIGHLIGHTED

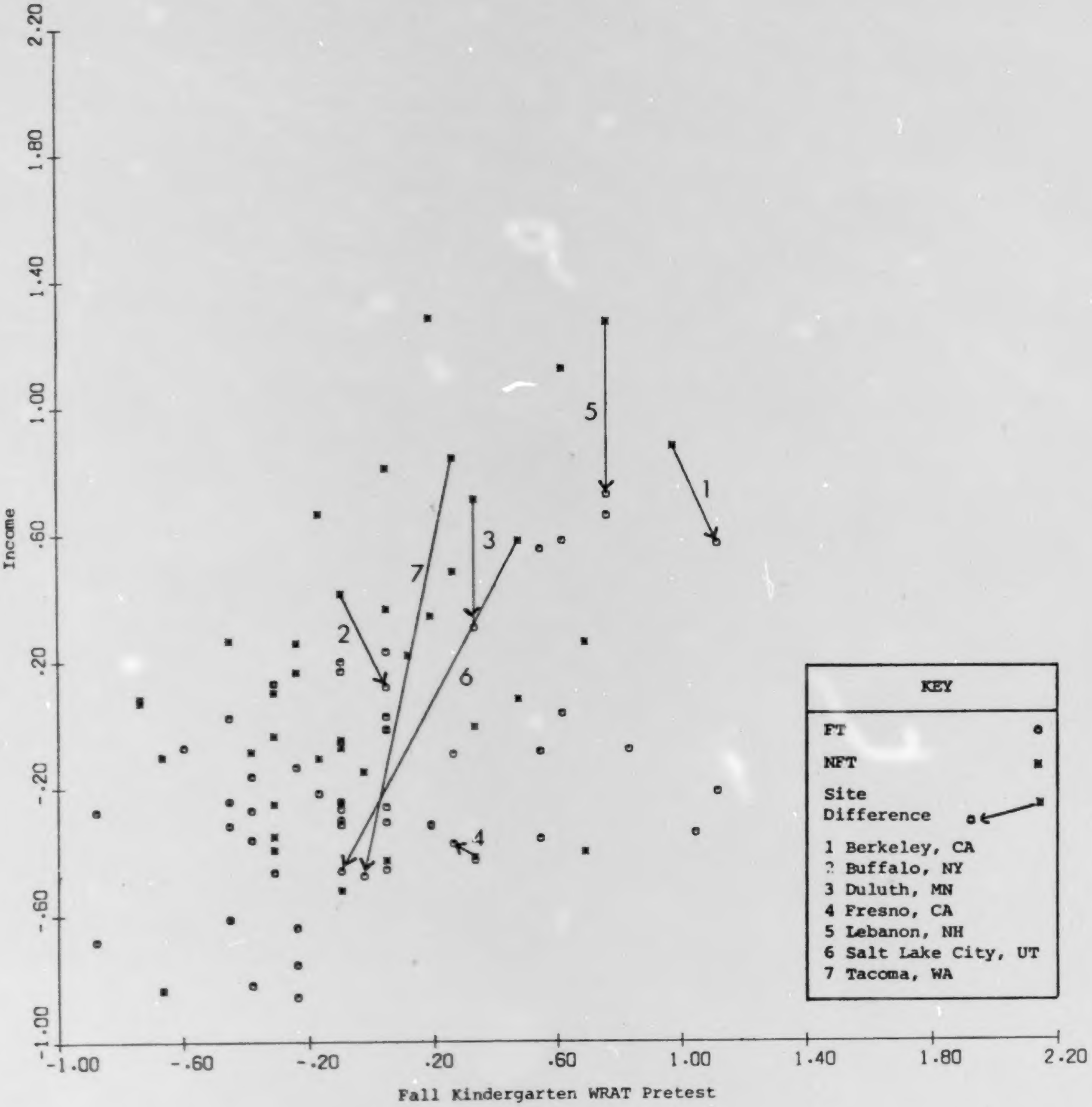


Figure A5-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN RESPONSIVE ENVIRONMENT MODEL HIGHLIGHTED

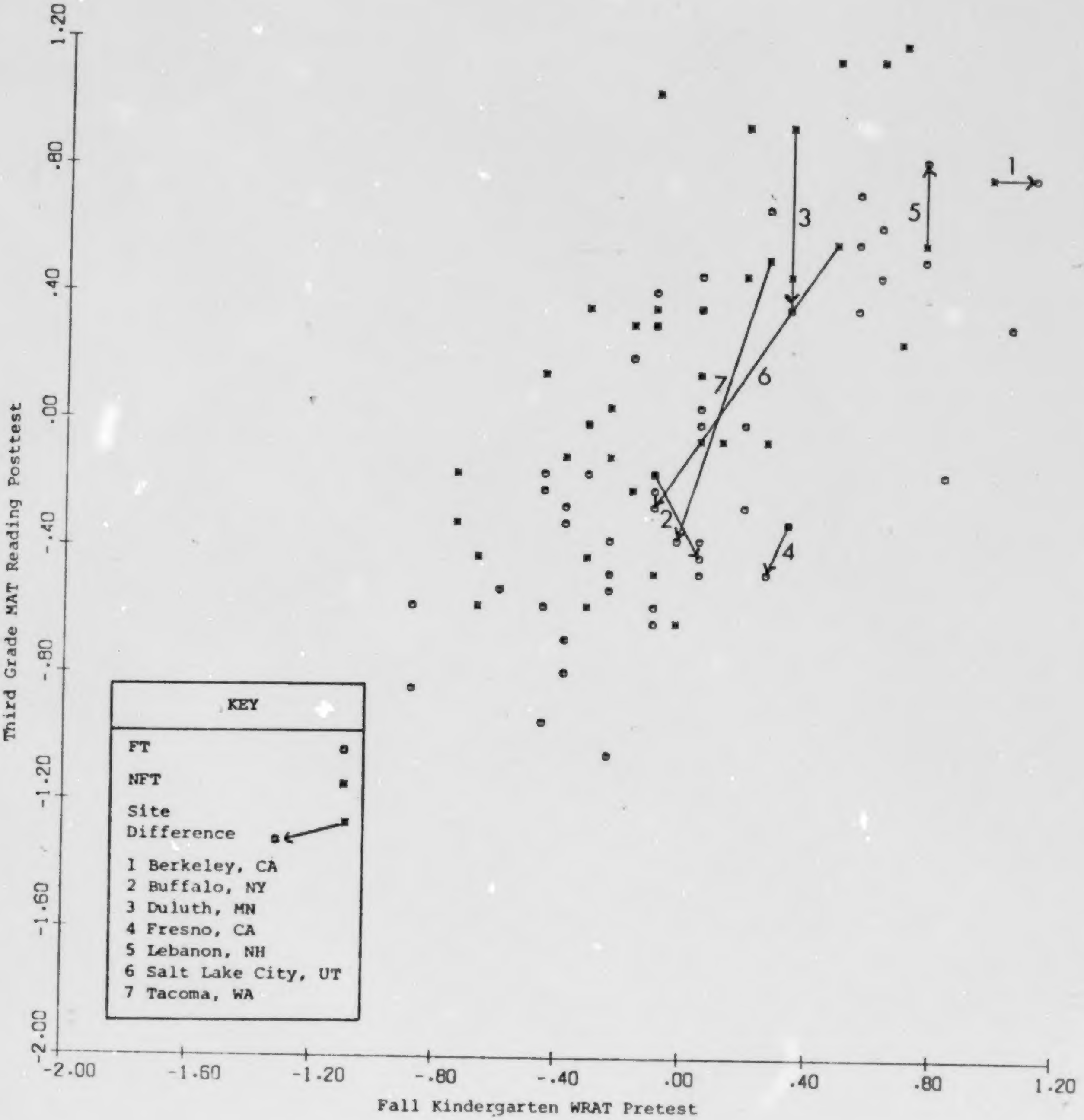
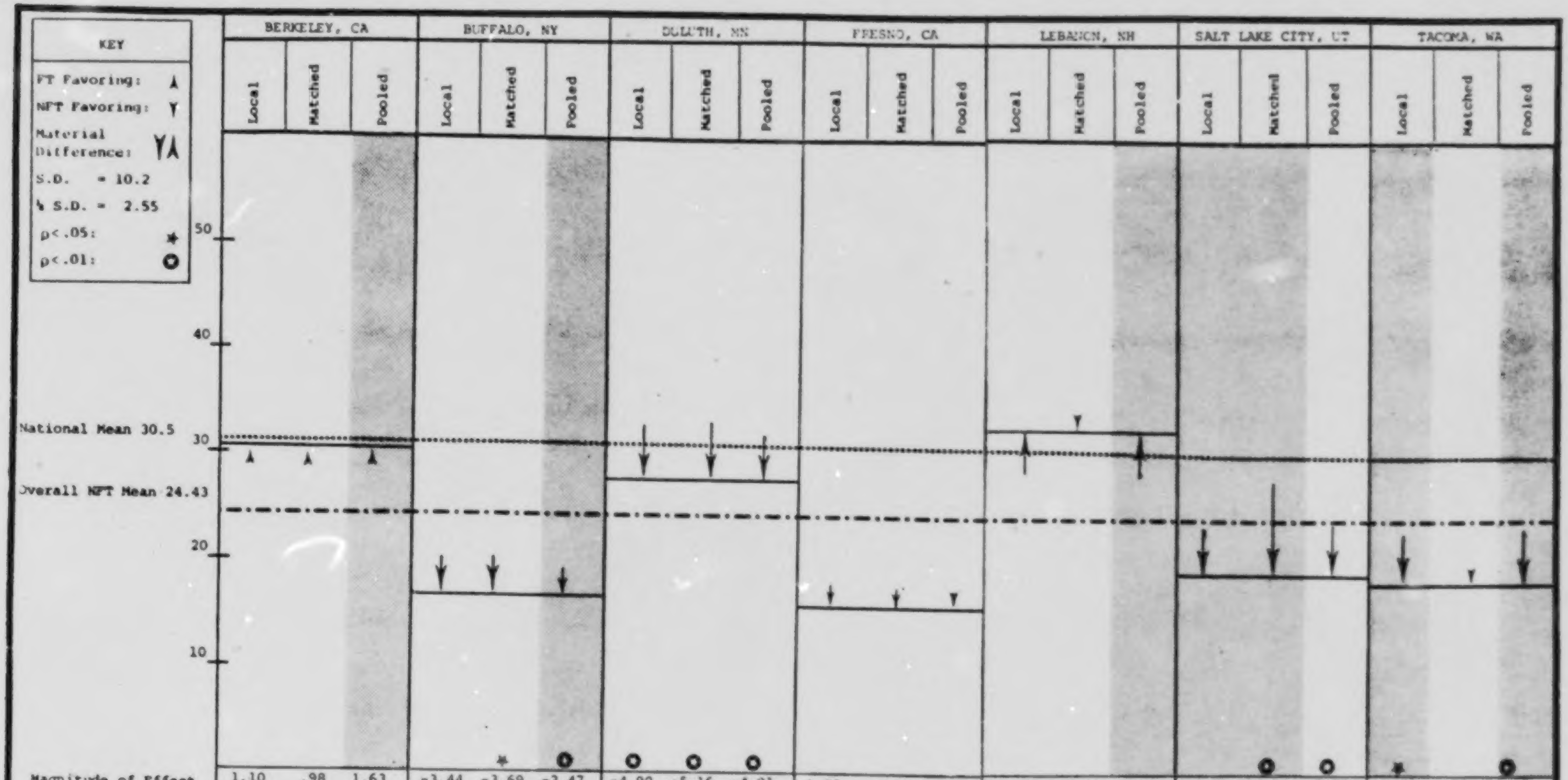


Table A5-6

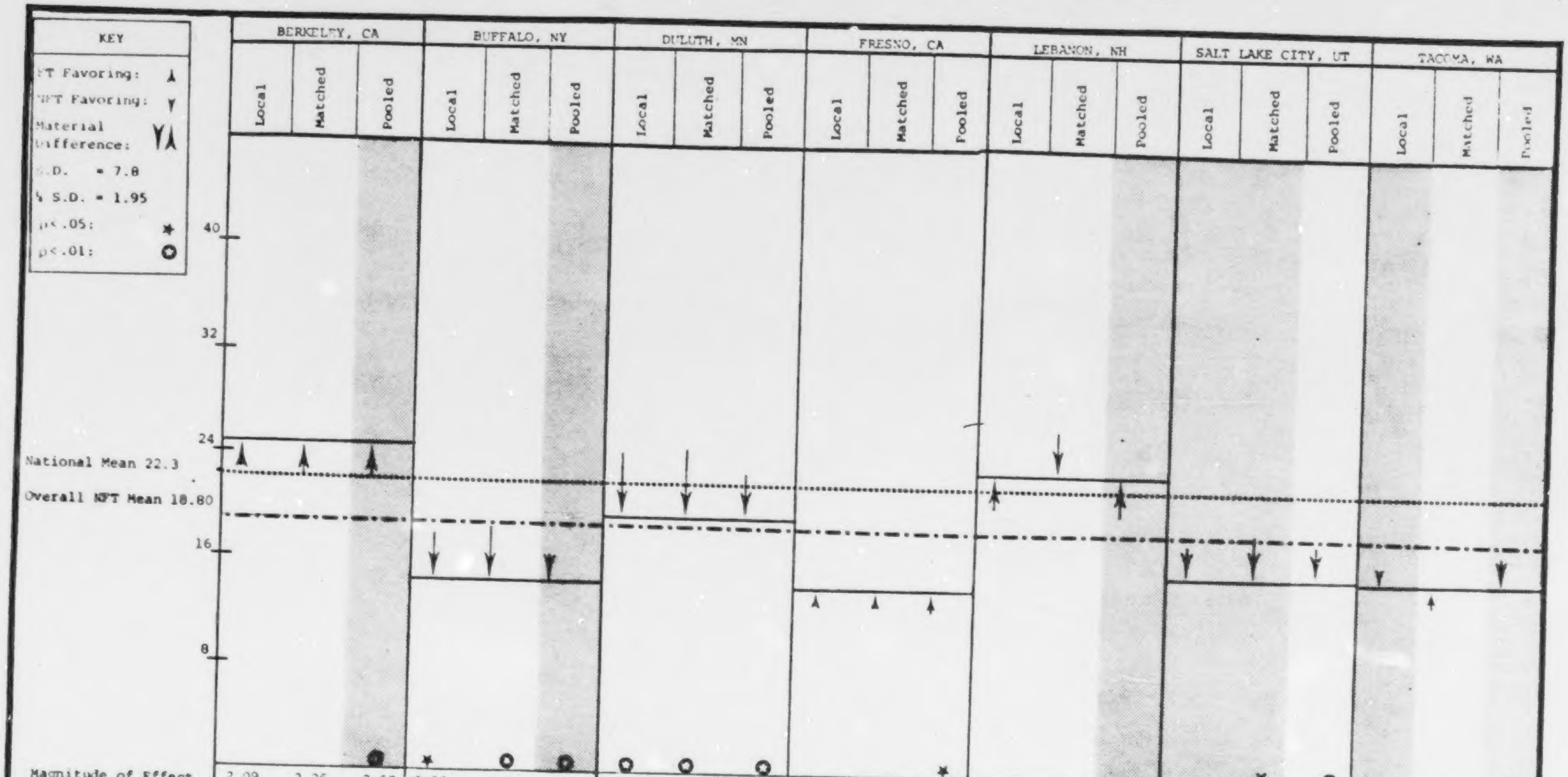
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL



	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.10	.98	1.63	-3.44	-3.69	-2.47	-4.90	-5.16	-4.01	-1.95	-1.58	-1.47	3.83	-2.24	4.24	-4.86	-8.04	-5.23	-4.69	-.91	-5.33
Standard Error	1.59	1.58	1.03	2.29	1.70	.84	1.60	1.43	1.02	2.02	1.75	1.12	3.60	2.72	2.45	3.00	2.53	1.48	2.14	2.91	1.34
FT Mean	30.47			17.38			27.79			16.71			32.57			19.53			18.39		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		
			FKW			PS									FKW	FKW PS	PS		PS		PS

Table A5-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

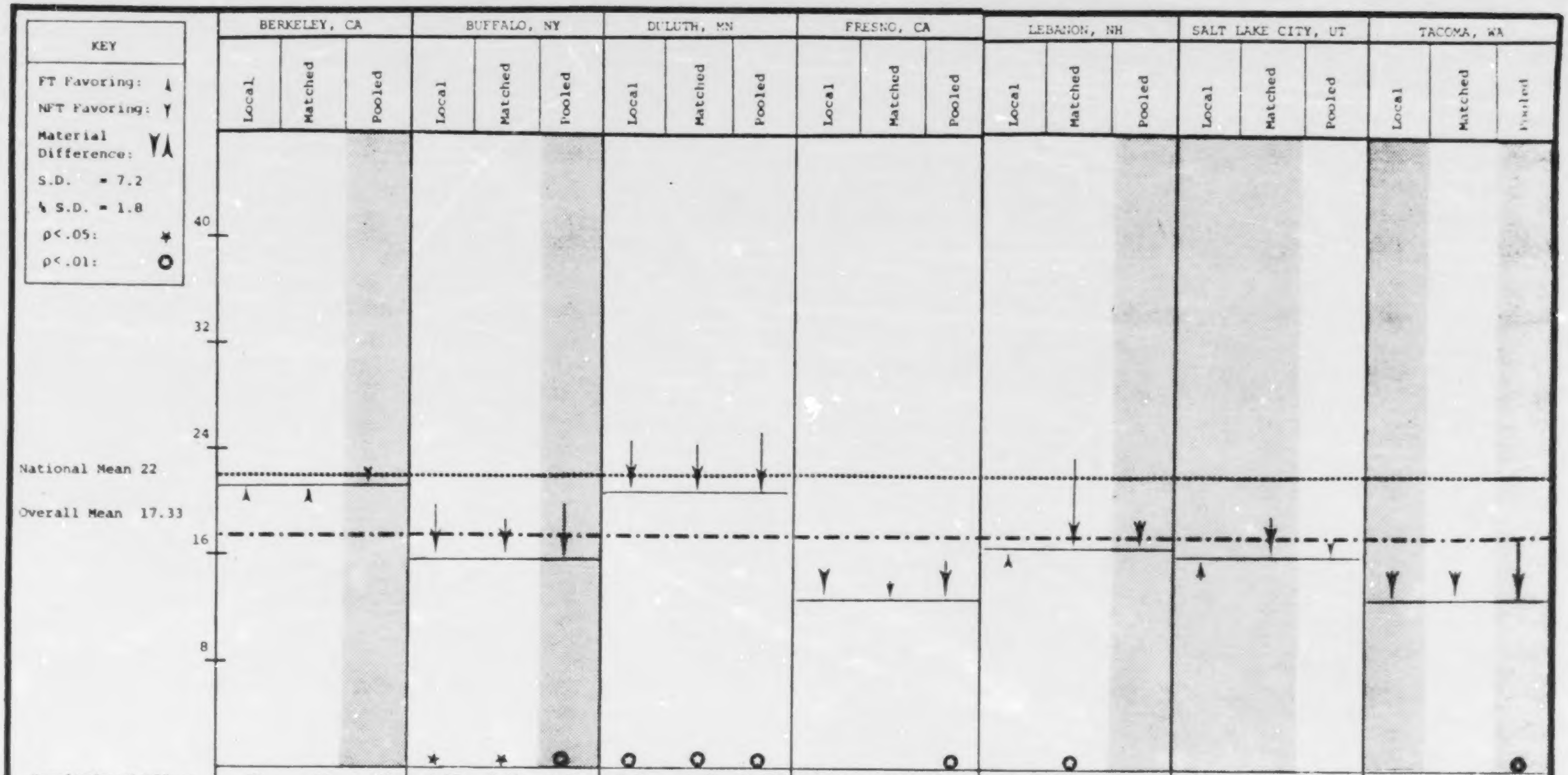


	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	2.09	2.26	2.68	-3.66	-4.08	-2.14	-4.71	-4.83	-3.74	.51	1.27	1.82	2.82	-3.38	2.91	-2.58	-3.80	-2.68	-.91	1.58	-2.11
Standard Error	1.24	1.28	.78	1.79	1.32	.70	1.31	1.18	.80	1.57	1.26	.82	2.81	2.17	2.01	2.34	1.69	.99	2.81	2.05	.92
FT Mean	24.62			14.69			19.49			14.44			23.21			15.42			15.06		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		

FKW PS FKW FKW PS PS PS PS

Table A5-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

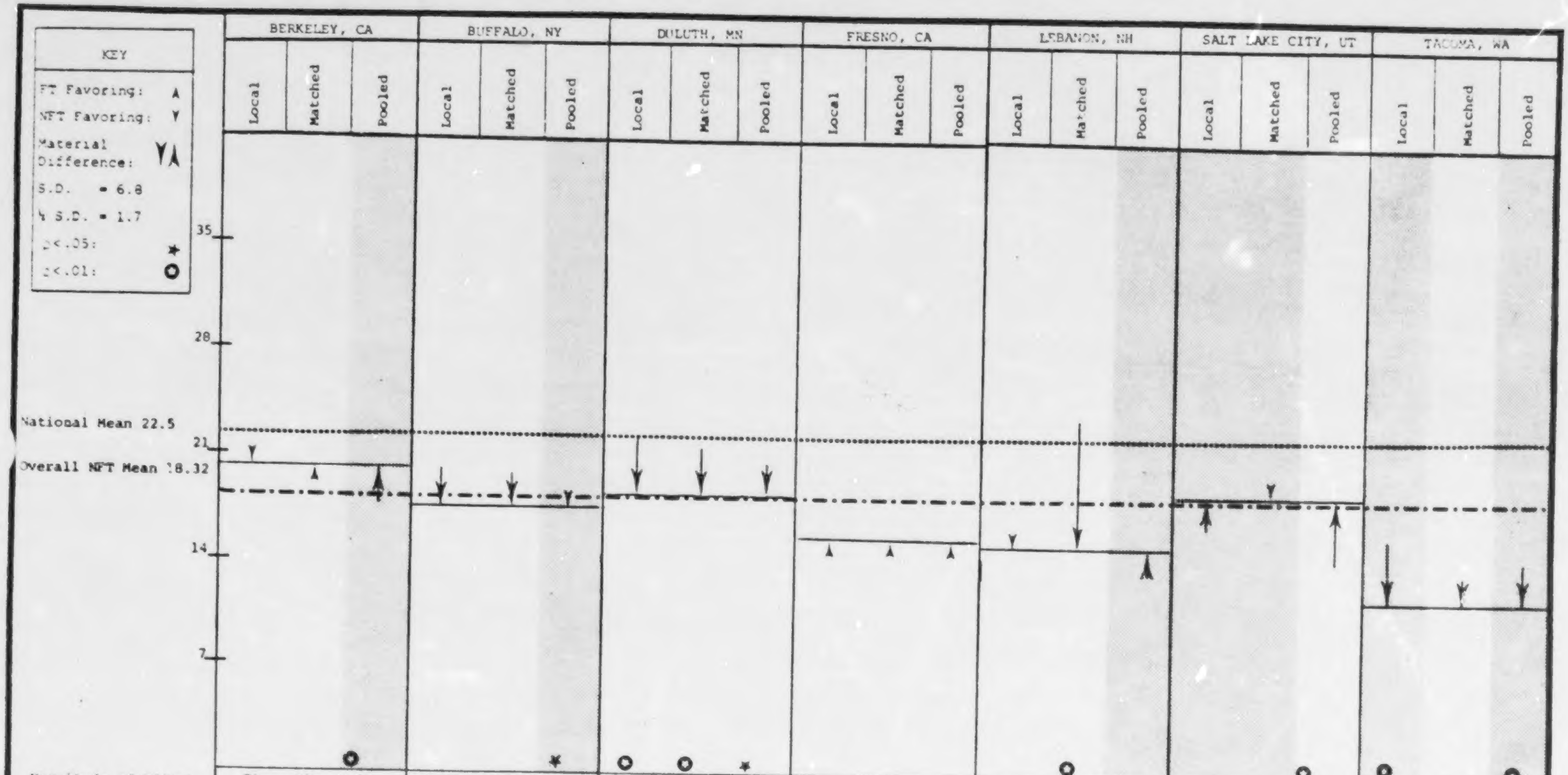


	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.76	.78	-.68	-4.17	-3.60	-4.84	-3.99	-3.72	-5.55	-2.13	-1.73	-3.30	.37	-6.93	-2.06	1.64	-3.51	-1.45	-2.49	-2.35	[illegible]
Standard Error	1.18	1.13	.68	1.69	1.35	.64	1.24	1.07	.77	1.49	1.30	.81	2.66	1.99	1.86	2.21	1.80	1.15	1.58	2.00	[illegible]
FT Mean	20.90			15.05			19.36			12.04			17.57			15.75			11.53		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		

FKW PS FKW FKW PS PS PS
PS

Table A5-9

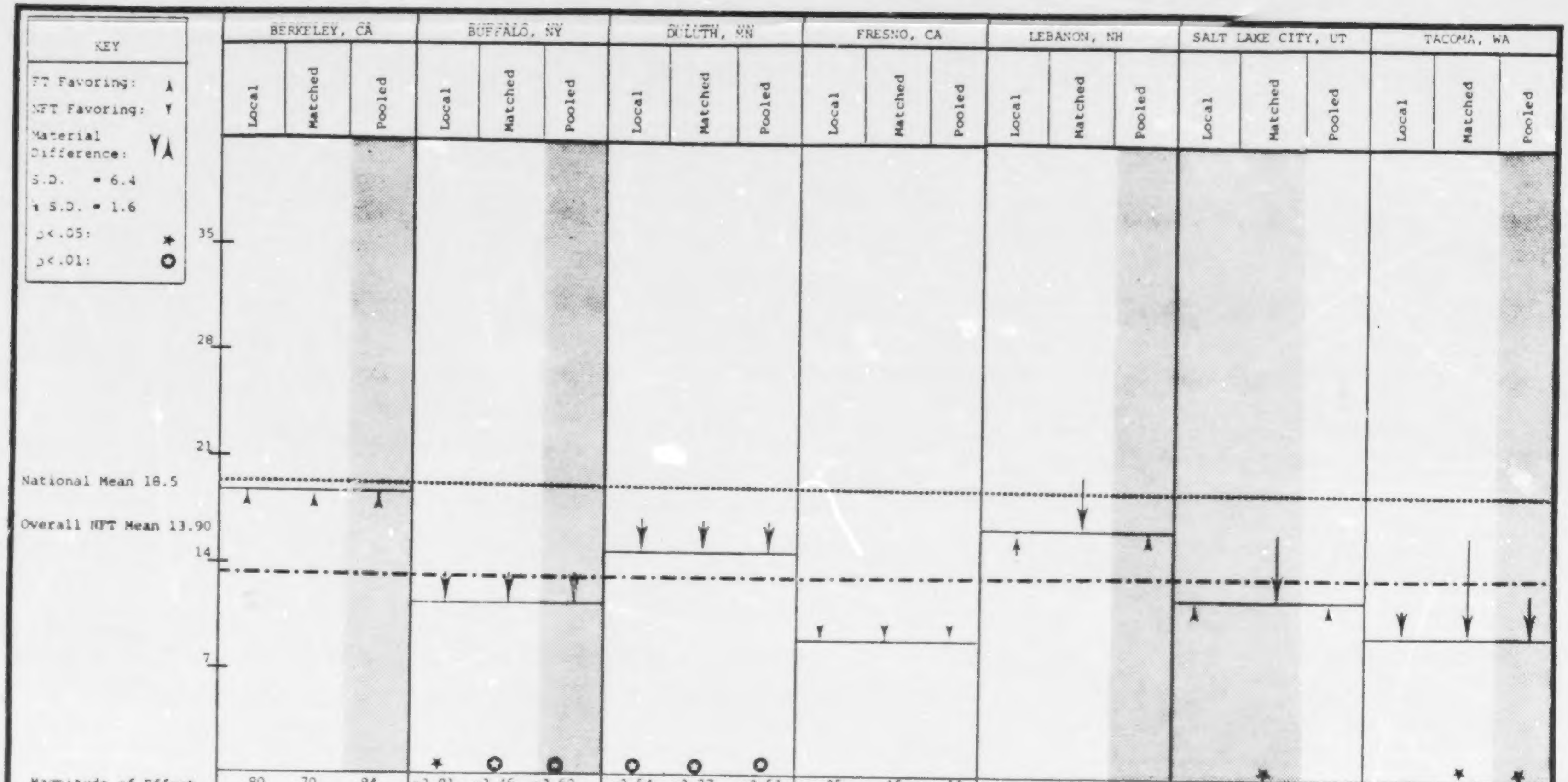
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL



	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.71	.87	2.39	-2.67	-2.00	-1.67	-3.84	-3.20	-1.87	.09	.33	.73	-.28	-8.21	1.82	1.71	-.68	4.20	-5.00	-1.70	[illegible]
Standard Error	1.10	1.21	.76	1.58	1.28	.64	1.14	.97	.72	1.39	1.11	.86	2.47	2.02	1.20	2.05	1.58	.93	1.47	1.90	-.97
FT Mean	20.61			17.84			18.25			15.52			15.21			18.56			12.53		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		
			FKW			PS									FKW	FKW PS		PS	PS		PS

Table A5-10

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

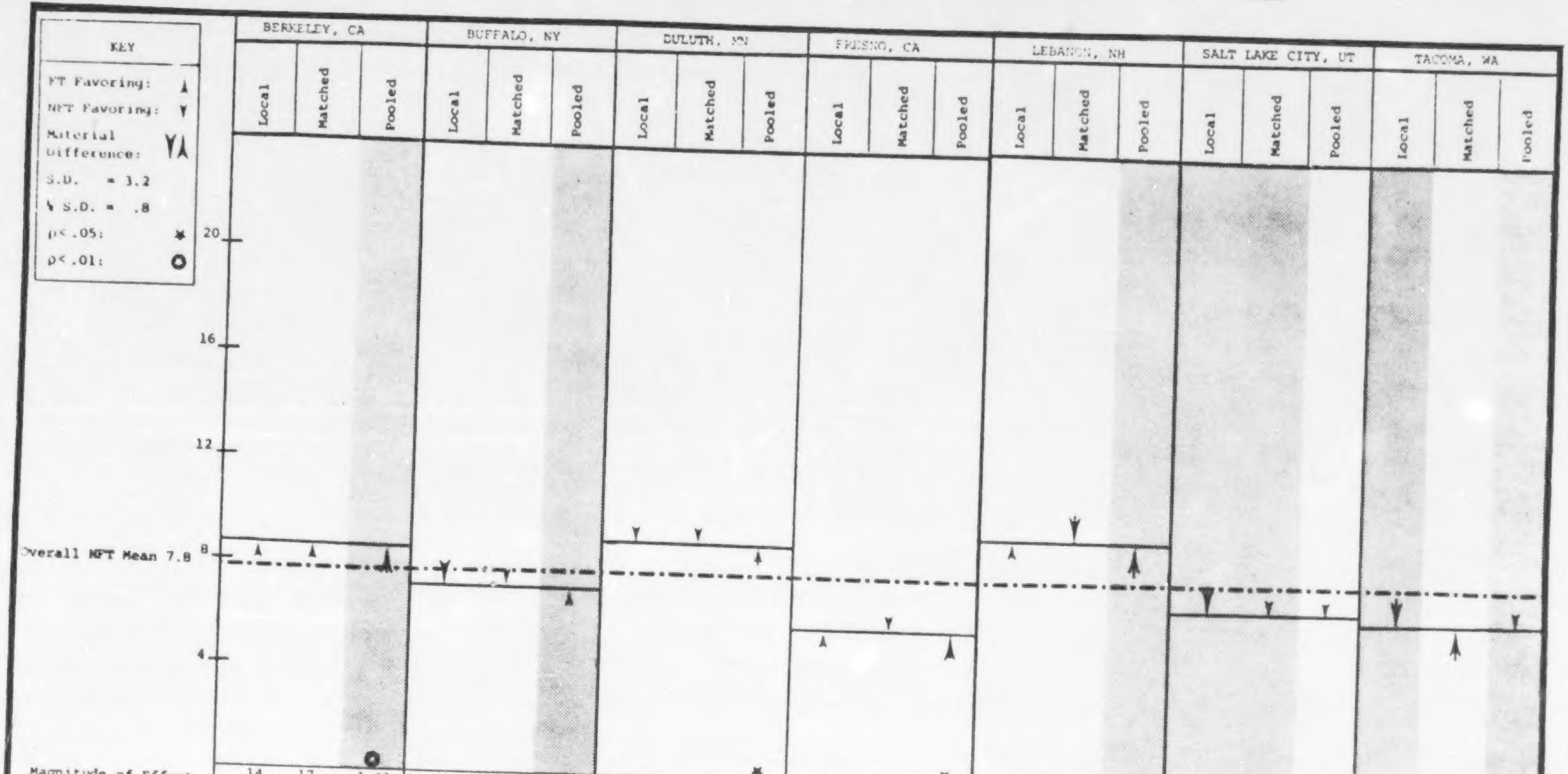


	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
				★	○	○	○	○	○								★			★	★
Magnitude of Effect	.80	.70	.84	-3.81	-3.46	-3.60	-3.54	-3.27	-3.51	-.25	-.15	-.33	1.57	-3.83	.94	.75	-4.25	.11	-1.82	-5.42	[illegible]
Standard Error	1.10	1.11	.70	1.58	1.19	.61	1.14	1.05	.71	1.39	1.09	.70	2.47	1.92	1.96	2.05	1.68	1.06	1.47	2.47	.97
FT Mean	18.07			11.12			15.14			9.06			16.21			12.50			9.28		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		

FKW PS FKW FKW PS PS PS
PS

Table A5-11

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL

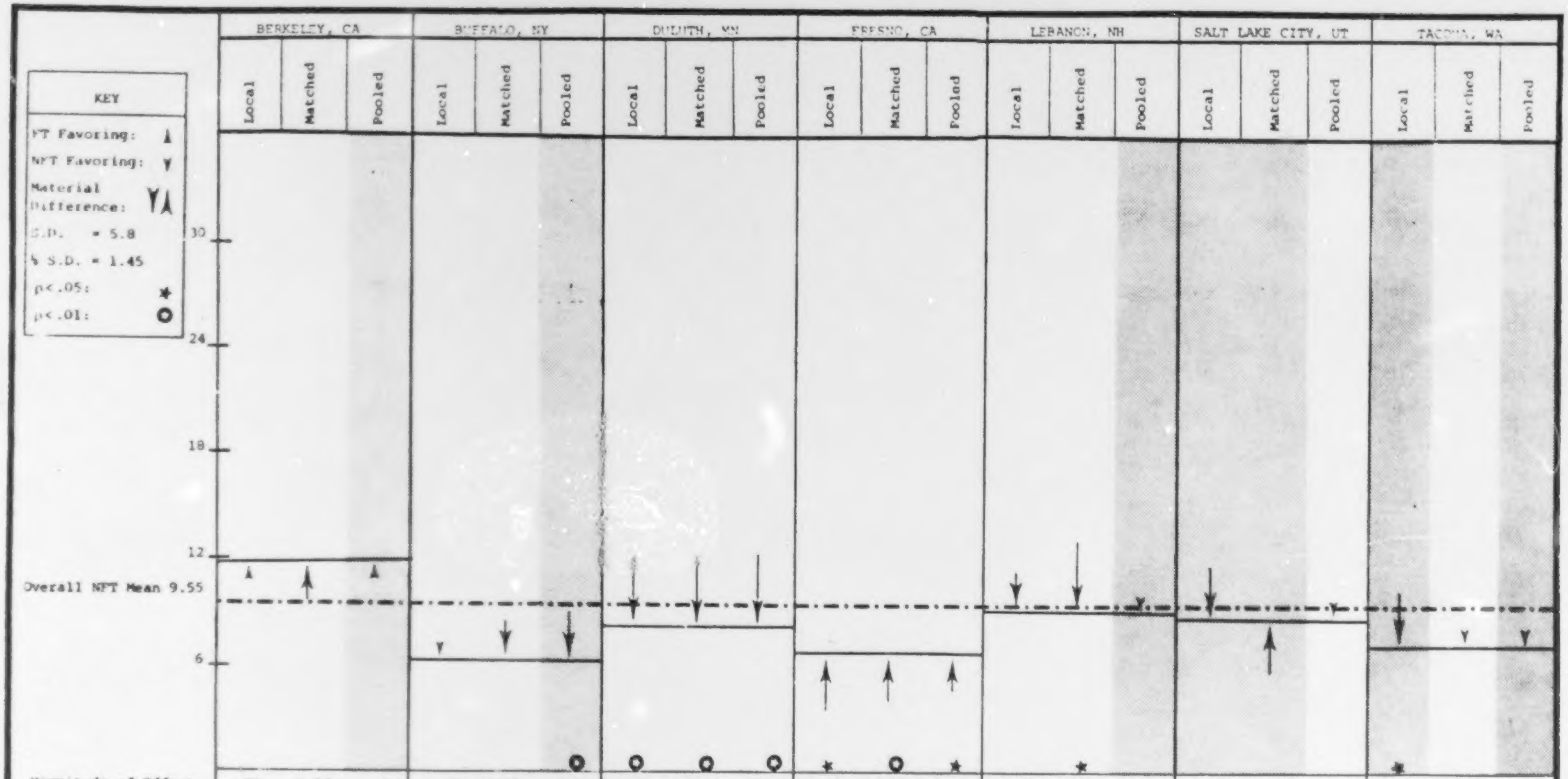


	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.14	.17	1.01	-.81	-.58	.11	-.35	-.40	.71	.06	-.08	.88	.25	-1.12	1.11	-1.10	-.57	-.31	-1.13	1.21	[illegible]
Standard Error	.52	.51	.31	.76	.71	.34	.54	.45	.34	.66	.55	.34	1.17	.76	.54	.98	.66	.55	.67	1.48	[illegible]
FT Mean	8.64			7.14			9.01			5.79			9.36			6.97			6.33		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		

FKW PS FKW FKW PS PS PS
PS

Table A5-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN RESPONSIVE EDUCATION MODEL



	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
						○	○	○	○	★	○	★		★					★		
Magnitude of Effect	.76	1.57	.06	-1.17	-1.95	-2.54	-4.08	-3.[illegible]	-4.10	3.14	2.67	1.09	-1.54	-4.45	-1.04	-2.95	2.63	-1.11	-3.12	-.41	-1.10
Standard Error	1.03	1.19	.64	1.48	1.03	.47	1.07	.92	.51	1.30	.82	.63	2.31	2.19	1.64	1.92	1.49	1.03	1.36	1.93	.76
FT Mean	11.92			6.23			8.09			6.54			9.07			8.75			6.88		
No. of FT Children	99			77			77			48			14			36			51		
Matched NFT Site	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD		
			FKW			PS									FKW	FKW PS	PS		PS		PS

Table A5-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR RESPONSIVE EDUCATION MODEL

		BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA		
		FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION	Number	241	222	463	169	155	324	202	168	370	167	188	355	79	70	149	116	151	267	172	185	357
CHILDREN RETAINED	Percent	41.9	32.0	36.7	45.6	17.4	32.1	38.1	47.0	42.2	28.7	28.7	28.7	17.7	30.0	23.5	31.0	36.4	34.1	29.6	33.5	31.6
	Number	99	71	170	77	27	104	77	79	156	48	54	102	14	21	35	36	55	91	51	62	113
No WRAT	Percent	12	1	8	4	4	4	3	1	2	4	4	4	0	0	0	3	4	3	24	2	12
	Number	12	1	13	3	1	4	2	1	3	2	2	4	0	0	0	1	2	3	12	1	13
No Income	Percent	20	6	14	43	11	35	9	5	7	33	26	29	14	5	9	11	25	20	27	35	32
	Number	20	4	24	33	3	36	7	4	11	16	14	30	2	1	3	4	14	18	14	22	36
WRAT Score	Mean	45	43	44	30	28	29	33	34	34	33	34	33	40	40	40	28	36	33	29	33	31
	Standard Deviation	15	15	15	13	12	13	13	14	13	14	12	13	12	10	10	12	13	13	12	13	13
	Number	87	70	157	74	26	100	75	78	153	46	52	98	14	21	35	35	53	88	39	61	100
Income	Mean	7101	7970	7500	5773	6396	5993	6336	7493	6934	4375	4187	4271	7500	9050	8468	4281	7158	5897	4027	7825	6000
	Standard Deviation	3253	2957	3141	2427	2878	2591	2490	2299	2449	2163	2300	2226	2828	985	2003	2250	2528	2792	2170	2430	2972
	Number	79	67	146	44	24	68	70	75	145	32	40	72	12	20	32	32	41	73	37	40	77
CHILDREN NOT RETAINED	Percent	58.9	68.0	63.3	54.4	82.6	67.9	61.9	53.0	57.8	71.3	71.3	71.3	82.3	70.0	76.5	69.0	63.6	65.9	70.4	66.5	68.4
	Number	142	151	293	92	128	220	125	89	214	119	134	253	65	49	114	80	96	176	121	123	244
No WRAT	Percent	27	26	27	3	7	5	19	8	14	24	7	15	18	8	14	6	7	7	41	5	23
	Number	39	40	79	3	9	12	24	7	31	28	10	38	12	4	16	5	7	12	49	6	55
No Income	Percent	41	41	41	54	49	51	31	26	29	45	54	50	26	18	23	26	44	36	54	50	52
	Number	58	62	120	50	63	113	39	23	62	54	73	127	17	9	26	21	42	63	65	62	127
WRAT Score	Mean	39	39	39	27	24	25	35	31	34	29	26	28	30	34	32	26	34	30	33	31	32
	Standard Deviation	17	17	17	13	12	13	15	14	15	12	13	13	14	14	14	13	14	14	13	16	15
	Number	103	111	214	89	119	208	101	82	183	91	124	215	53	45	98	75	89	164	72	117	189
Income	Mean	6750	7494	7132	5238	4746	4939	6157	6879	6470	4169	4123	4147	7250	8912	8005	4119	6528	5270	5286	7696	6542
	Standard Deviation	3378	2974	3189	2748	2696	2714	2771	2664	2740	2574	2366	2466	2582	1728	2373	2305	2991	2906	3007	2537	3013
	Number	84	89	173	42	65	107	86	66	152	65	61	126	48	40	88	59	54	113	56	61	117

Table A5-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE RESPONSIVE EDUCATION MODEL

	BERKELEY, CA			BUFFALO, NY			DULUTH MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA			[illegible]		
	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match
Fall Kindergarten WRAT																								
Mean	45.4	42.8		29.8	27.6		33.4	34.1		32.6	33.8		40.3	40.1	37.6	28.2	35.6	28.0	29.0	32.9	28.6	34.1	35.3	
Standard Deviation	15.4	15.4		12.9	12.3		12.7	13.9		14.3	12.2		11.5	9.8	12.8	12.3	13.1	10.6	12.2	13.4	12.2			
Highest Occupation in Household																								
Mean	16.4	17.3		13.3	13.3		14.7	14.6		12.8	13.0		15.8	15.6	16.0	13.8	15.3	13.6	13.5	14.0	13.1	14.3	14.7	
Standard Deviation	2.7	2.3		1.8	1.6		2.1	1.6		1.4	1.9		2.7	2.2	1.9	2.1	2.2	2.2	2.1	1.9	1.4			
Family Income in Dollars																								
Mean	7101	7970		5773	6396		6336	7493		4375	4187		7500	9050	8631	4281	7158	5300	4027	7825	3955	5628	7154	
Standard Deviation	3253	2957		2427	2878		2480	2299		2163	2300		2828	985	1811	2250	2528	2596	2170	2400	2339			
Missing Income Information																								
No. Missing	20	4		33	3		7	4		16	14		2	1	36	4	14	16	14	22	31			
Valid Cases	79	67		44	24		70	75		32	40		12	20	61	32	41	35	37	40	11			
Ethnic Membership/Race																								
Percent White	38	56		3	0		92	98		4	11		100	100	100	44	84	72	39	77	0	46	61	
Percent Black	59	38		97	100		1	0		54	48		0	0	0	3	0	8	55	15	100	38	29	
Sex (Percent Male)	49	55		55	59		49	57		54	41		50	33	52	58	40	41	59	47	52	53	47	
Entry Age in Months																								
Mean	55.5	55.0		54.4	55.3		56.8	57.5		55.8	56.1		58.3	59.0	57.9	57.2	57.9	56.5	58.7	57.0	54.6	56.7	56.8	
Standard Deviation	3.8	3.5		3.4	4.3		3.5	4.4		3.2	3.5		3.4	3.2	3.7	3.4	4.1	3.8	3.4	4.5	3.6			
Percent with English as First Language	99	99		100	100		100	100		77	76		100	100	100	92	100	90	100	100	100	95	96	
MATCHED SITE	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD					

Table A5-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE RESPONSIVE EDUCATION MODEL

	BERKELEY, CA			BUFFALO, NY			DULUTH, MN			FRESNO, CA			LEBANON, NH			SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES			ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading																										
Mean	55.09	55.03		32.07	36.89		47.29	57.94		31.14	33.76		55.78	50.76	61.45	34.94	51.62	47.45	33.45	49.77	32.21	41.40	47.97		38.36	43.5
Standard Deviation	23.33	22.97		14.87	12.78		16.07	17.27		15.25	18.43		21.16	22.18	18.68	16.48	19.43	18.78	17.01	18.72	18.10					
Total Mathematics																										
Mean	59.58	60.16		44.01	53.11		52.75	65.01		36.63	40.93		49.58	48.48	66.40	46.81	50.27	55.31	33.33	52.26	40.71	46.02	52.87		45.83	49.3
Standard Deviation	23.77	23.85		17.69	18.01		16.71	19.75		17.43	18.12		22.26	19.77	22.11	20.35	19.03	21.46	20.39	21.52	18.48					
Language																										
Mean	20.56	20.99		13.37	15.44		17.10	21.19		12.33	10.41		18.43	18.86	24.24	15.72	20.67	14.49	13.22	19.53	14.12	15.82	18.16		16.24	17.53
Standard Deviation	11.02	11.77		6.10	6.79		6.06	9.50		5.90	6.15		10.29	8.22	9.63	9.55	10.33	5.97	7.11	8.16	6.80					
Spelling																										
Mean	21.75	19.73		9.69	11.48		21.00	24.46		12.10	15.15		21.29	19.52	25.44	17.50	23.20	21.53	7.82	20.94	16.52	15.88	19.21		15.73	18.9
Standard Deviation	12.92	11.89		11.01	11.16		10.36	11.14		12.28	12.15		10.04	10.99	11.00	11.83	11.28	11.40	9.66	11.75	13.46					
Raven's Progressive Matrices																										
Mean	21.09	21.39		20.00	19.00		21.01	21.70		16.69	19.28		21.00	22.33	22.99	19.36	21.26	21.43	19.55	20.13	16.24	19.81	20.73		18.26	19.0
Standard Deviation	4.74	4.60		4.11	4.35		3.44	3.52		4.93	4.96		4.00	2.87	3.41	4.62	3.24	3.75	4.96	4.24	5.10					
Coopersmith's Self-Esteem																										
Mean	38.55	38.97		33.79	34.56		37.03	40.01		33.73	32.52		38.36	34.86	37.00	35.64	37.80	36.75	34.96	37.16	37.17	36.01	36.55		35.25	36.53
Standard Deviation	7.62	9.40		6.36	7.02		7.13	8.25		10.14	7.43		6.71	6.92	9.23	6.99	10.34	6.68	10.82	8.23	6.47					
IARS - Locus Negative																										
Mean	10.63	9.14		9.44	10.19		9.75	10.15		9.88	9.69		9.64	9.29	10.05	9.53	10.58	9.94	8.73	10.26	10.12	9.66	9.90		9.69	9.69
Standard Deviation	2.69	2.93		3.02	2.42		2.70	2.70		2.24	3.32		2.56	3.35	2.84	2.81	3.11	2.63	2.95	2.62	2.70					
IARS - Locus Positive																										
Mean	16.43	15.56		15.21	15.52		15.87	16.00		14.56	15.85		16.21	15.33	15.97	14.81	15.76	16.02	13.69	15.94	15.67	15.25	15.71		15.13	15.6
Standard Deviation	2.39	3.51		2.92	3.07		2.32	2.59		2.81	2.33		1.53	3.64	2.75	3.81	2.82	2.52	3.88	2.85	3.55					
Word Knowledge																										
Mean	30.48	30.94		17.38	19.67		27.79	33.14		16.71	19.39		32.57	29.38	34.84	19.53	29.09	27.31	18.39	28.53	17.88	23.26	27.16		21.42	24.66
Standard Deviation	13.40	12.44		9.25	8.88		9.87	9.47		9.57	11.70		11.66	12.61	10.50	10.42	11.09	11.79	11.00	10.77	10.78					
Reading																										
Mean	24.62	24.09		14.69	17.22		19.49	24.80		14.44	14.37		23.21	21.38	26.62	15.42	22.53	20.14	15.06	21.24	14.33	18.13	20.80		16.94	18.9
Standard Deviation	10.59	11.11		6.61	5.01		7.11	8.47		6.60	7.86		9.63	10.18	8.91	6.78	8.96	7.83	7.03	8.72	7.78					
Mathematics Computations																										
Mean	20.61	20.42		17.84	20.44		18.25	21.98		15.52	16.26		15.21	15.14	22.22	18.56	17.36	19.20	12.53	18.92	15.26	16.93	18.65		17.7	18.0
Standard Deviation	7.87	8.08		6.75	7.39		5.96	6.32		6.97	6.27		5.48	5.77	8.27	6.70	7.22	7.23	6.80	6.95	7.39					
Mathematics Concepts																										
Mean	20.90	21.48		15.05	18.19		19.36	23.96		12.04	14.72		17.57	18.14	24.38	15.75	18.47	19.45	11.53	18.82	13.81	16.03	19.11		15.49	17.3
Standard Deviation	9.12	9.01		6.84	6.91		7.35	7.15		6.81	8.14		9.27	7.74	7.87	7.99	7.27	7.72	8.84	8.49	6.98					
Mathematics Problem Solving																										
Mean	18.07	18.25		11.12	14.48		15.14	19.08		9.06	9.85		16.21	15.19	19.80	12.50	14.44	16.67	9.28	14.52	11.64	13.05	15.12		12.63	13.9
Standard Deviation	8.62	8.24		6.04	5.47		6.36	7.42		5.48	6.30		8.84	7.17	7.51	7.70	6.71	7.76	6.50	7.73	5.77					
Language Part A																										
Mean	8.64	8.93		7.14	7.70		9.01	9.41		5.79	5.98		9.36	9.24	10.39	6.97	9.33	7.73	6.33	8.82	7.41	7.62	8.49		7.37	7.8
Standard Deviation	3.64	3.55		3.36	3.40		2.91	3.10		2.51	3.70		3.03	3.33	2.85	3.81	3.63	2.68	3.51	3.23	3.10					
Language Part B																										
Mean	11.92	12.06		6.23	7.74		8.09	11.79		6.54	4.43		9.07	9.62	13.85	8.75	11.35	6.76	6.88	10.71	6.71	8.21	9.67		8.87	9.7
Standard Deviation	8.21	9.61		4.06	4.75		4.68	7.21		4.68	3.98		7.81	6.10	8.06	6.92	7.75	5.28	5.02	6.29	4.95					
BEST MATCH SITE	Local			Local			Local			Local			Lincoln, NB			Tulare, CA			Baltimore, MD							

Table A5-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE RESPONSIVE EDUCATION MODEL

	BERKELEY, CA		BUFFALO, NY		DULUTH, MN		FRESNO, CA		LEBANON, NH		SALT LAKE CITY, UT		TACOMA, WA	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian														
Percent					7	1					6		4	3
Number					5	1					2		2	2
Black														
Percent	59	38	97	100	1		54	48			3		55	15
Number	58	27	75	27	1		26	26			1		28	9
Oriental														
Percent		4				1		2						3
Number		3				1		1						2
Mexican American														
Percent	3	1					42	37			47	14	2	2
Number	3	1					20	20			17	8	1	1
Puerto Rican														
Percent								2						
Number								1						
Other Spanish Surname														
Percent														
Number														
White														
Percent	38	56	3		92	98	4	11	100	100	44	84	39	77
Number	38	40	2		70	77	2	6	14	21	16	46	20	47
Other														
Percent												2		
Number												1		

Table A5-17

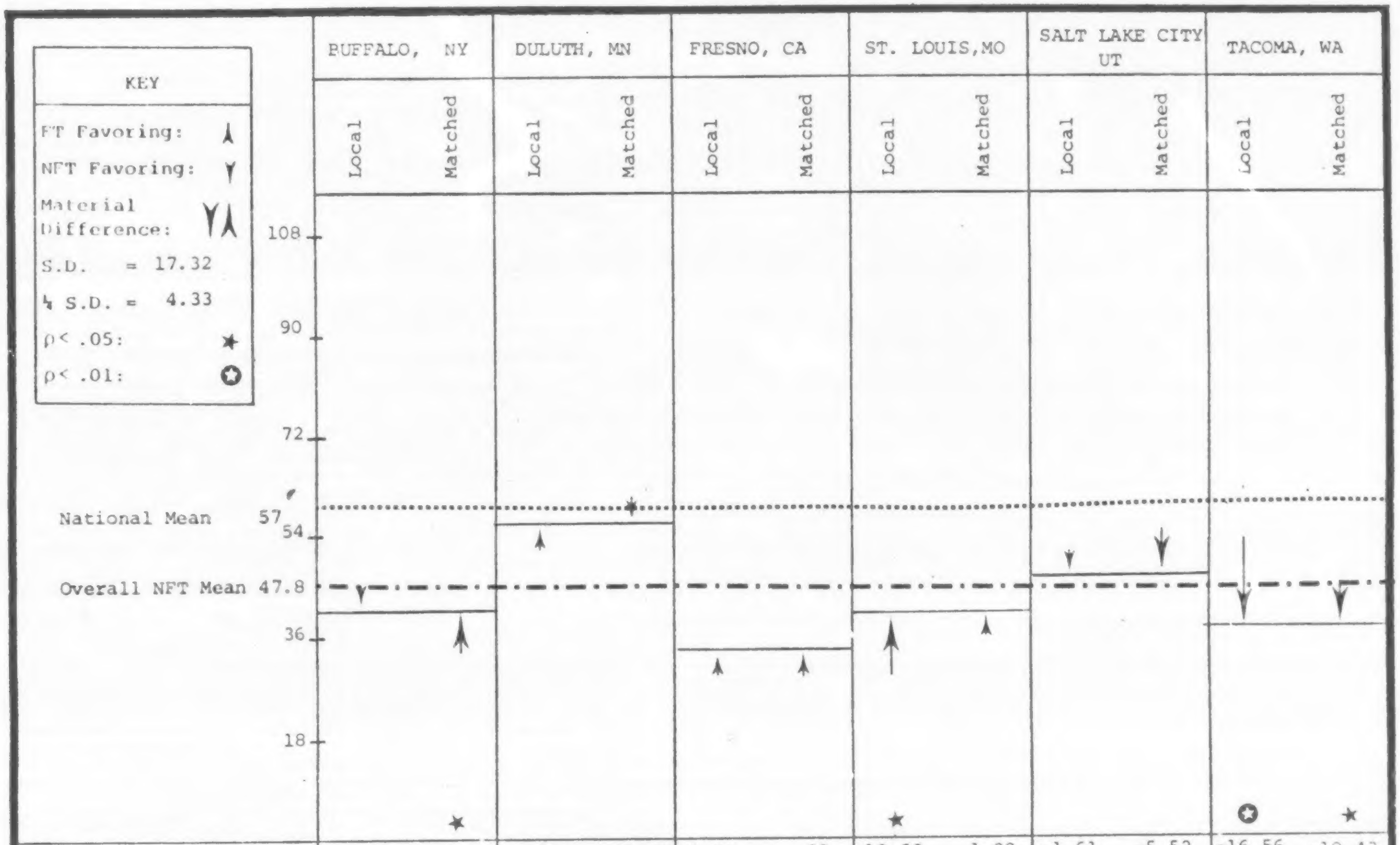
DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN RESPONSIVE EDUCATION MODEL

	BUFFALO, NY			DULUTH, MN			FRESNO, CA			ST LOUIS, MO			SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES (Means)		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Children in Analytic Sample																					
Number	82	32	78	52	72	17	53		43	22	16	17	19	51	16	77	17	38	51	38	
Fall Kindergarten WRAT																					
Mean Score	23.8	25.7	25.2	33.9	35.6	35.4	24.5		27.8	21.7	32.6	23.2	34.1	33.5	32.6	32.5	32.4	31.5	28.4	31.8	
Percent with Preschool	84	94	61	50	27	18	91		60	100	54	57	83	35	54	97	18	51	84	48	
Number Responding	70	31	18	46	71	17	43		42	14	11	14	18	48	11	62	17	37			
Children's Ethnicity																					
Percent Black	100	97	97	0	0	6	74		65	100	100	100	16	0	100	44	6	45	56	45	
Percent White	0	0	0	94	94	82	4		7	0	0	0	63	80	0	51	82	50	35	44	
Percent Other	0	3	2	6	6	12	23		28	0	0	0	21	20	0	5	12	5	9	12	
Family Income in Median Dollars	4500	3767	3300	7200	8200	8634	3300		2581	2167	3200	2625	2600	7433	3200	5100	8634	5700	4144	5636	
Number Responding	44	30	10	41	71	15	36		43	9	10	13	16	46	10	32	15	35			
Mother's Education																					
Percent High School Graduates	56	47	40	77	72	53	40		42	38	46	9	35	65	46	63	53	68	52	54	
Number Responding	45	30	10	44	69	17	35		40	8	11	11	17	48	11	30	17	34			
Female Heads of Household																					
Percent	52	48	73	27	6	24	40		40	89	36	77	59	12	36	24	24	38	48	28	
Teachers																					
Number	8	6	4	5	4	3	5		11	4	3	1	4	5	3	8	3	14	6	5	
Teacher Education																					
Percent B.A. or Less	12	33	0	80	50	100	100		73	50	33	0	75	60	33	50	100	11	61	58	
Percent More than B.A.	62	50	75	20	50	0	0		18	25	33	0	25	40	33	50	0	14	30	32	
Percent More than M.A.	25	17	25	0	0	0	0		9	25	33	100	0	0	33	0	0	64	8	10	
Teaching Experience																					
Total Years	5.6	9.0	8.8	10.0	10.2	9.0	13.4		7.8	17.5	18.0	25.0	4.8	9.2	18.0	3.5	9.0	9.6	9.1	10.5	
BEST MATCH SITE	Philadelphia, PA*			Tacoma, WA			Local			Kansas City, MO			St. Louis, MO			Providence, RI					

*Buffalo's Best Matched Site is Bank Street's Philadelphia NFT group.

Table A5-18

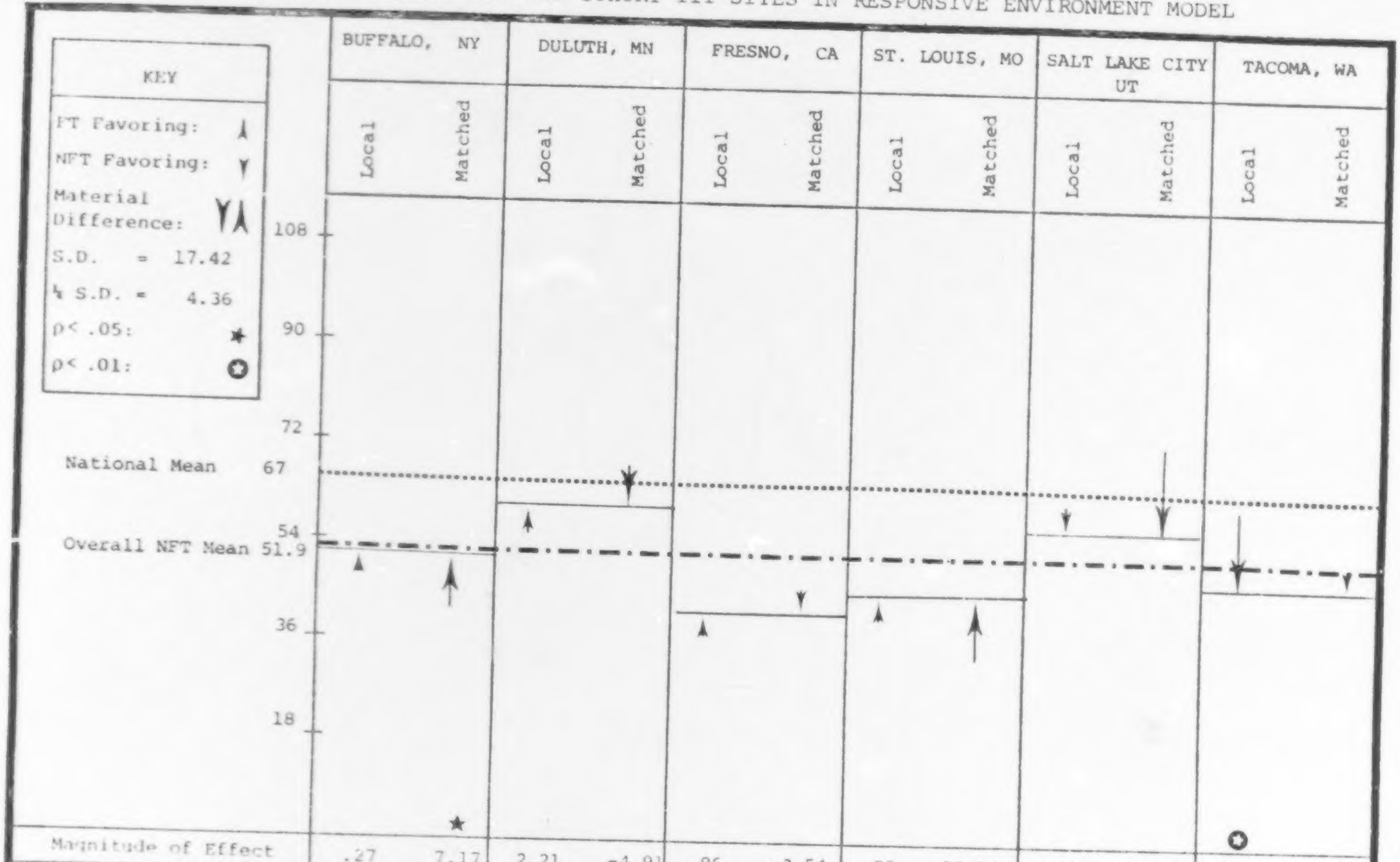
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON MAT TOTAL READING FOR COHORT III SITES IN RESPONSIVE ENVIRONMENT MODEL



	BUFFALO, NY Local	BUFFALO, NY Matched	DULUTH, MN Local	DULUTH, MN Matched	FRESNO, CA Local	FRESNO, CA Matched	ST. LOUIS, MO Local	ST. LOUIS, MO Matched	SALT LAKE CITY UT Local	SALT LAKE CITY UT Matched	TACOMA, WA Local	TACOMA, WA Matched
Magnitude of Effect	-.20	6.42	.22	-2.58	1.20	.98	10.23	1.00	-1.61	-5.52	-16.56	-10.43
Standard Error	3.17	2.63	2.67	4.41	3.09	3.42	4.24	6.68	4.28	11.23	3.64	3.90
FT Mean	41.8		56.1		34.2		40.3		50.8		37.1	
No. of FT Children	82		52		53		22		19		77	
Matched NFT Site	Philadelphia, PA		Tacoma, WA		Local		Kansas City, MO		St. Louis, MO		Providence, RI	

Table A5-19

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN RESPONSIVE ENVIRONMENT MODEL



	BUFFALO, NY		DULUTH, MN		FRESNO, CA		ST. LOUIS, MO		SALT LAKE CITY UT		TACOMA, WA	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched
		★									✪	
Magnitude of Effect	.27	7.17	2.21	-4.91	.86	-3.54	.89	10.90	-2.97	-16.93	-15.00	-2.26
Standard Error	3.32	2.96	2.80	4.90	3.22	3.58	4.44	6.68	4.48	9.80	3.81	3.88
FT Mean	51.0		60.6		41.5		44.5		57.5		46.5	
No. of FT Children	82		52		53		22		19		77	
Matched NFT Site	Philadelphia, PA		Tacoma,WA		Local		Kansas City MO		St.Louis,MO		Providence, RI	

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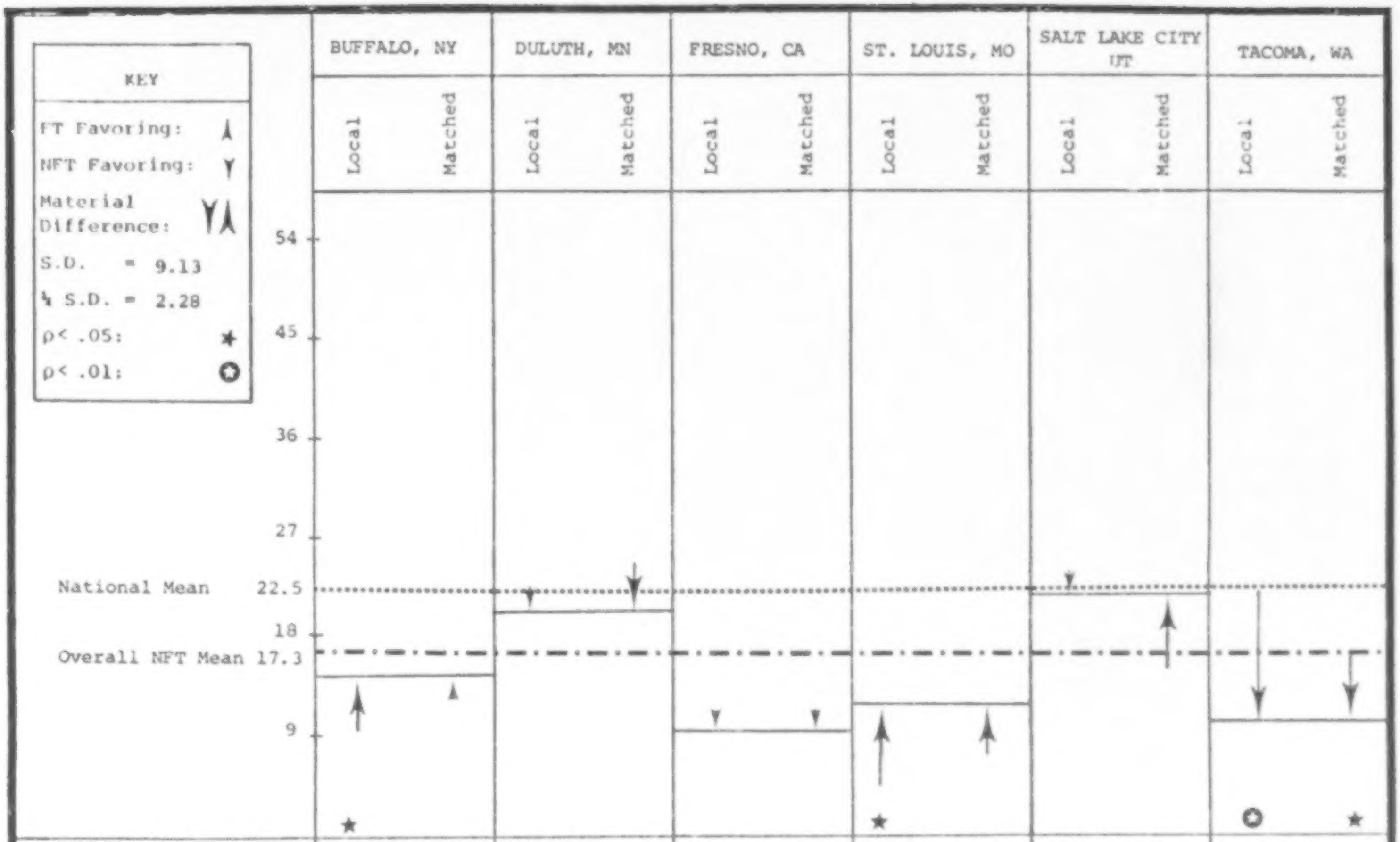
Table A5-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN RESPONSIVE ENVIRONMENT MODEL



	BUFFALO, NY		DULUTH, MN		FRESNO, CA		ST. LOUIS, MO		SALT LAKE CITY UT		TACOMA, WA	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched
Magnitude of Effect	4.72	1.24	-1.15	-2.52	-.53	-1.53	6.30	3.80	-1.91	6.50	-12.65	-5.42
Standard Error	1.75	1.76	1.66	2.11	1.74	2.22	2.77	3.85	2.98	4.86	2.17	2.31
FT Mean	14.6		19.8		9.6		12.1		21.1		10.0	
No. of FT Children	82		52		53		22		19		77	
Matched NFT Site	Philadelphia, PA		Tacoma, WA		Local		Kansas City, MO		St. Louis, MO		Providence, RI	

Table A5-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING)
FOR COHORT III SITES IN RESPONSIVE EDUCATION MODEL

	MAT Norm Population	Buffalo, NY		Duluth, MN		Fresno, CA		St. Louis, MO		Salt Lake City, UT		Tacoma WA	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Reading													
Spring Second Grade Median	52.5	47.3	48.0	52.5	54.7	41.3	45.9	47.8	46.5	48.0	54.0	44.2	56.0
Percentile of Median	50.0	24.5	28.0	50.0	60.2	10.3	19.6	21.0	21.5	28.0	56.0	14.4	66.0
Grade Equivalent	26.5	2.2	2.2	2.6	2.8	1.8	2.1	2.3	2.2	2.2	2.7	2.0	2.9
Fall Kindergarten Median	-	17.5	19.2	20.5	19.9	17.5	17.9	17.4	19.7	20.3	19.7	20.1	19.7
Mathematics													
Spring Second Grade Median	57.0	52.0	51.0	55.5	55.9	43.0	48.8	46.0	51.5	55.7	55.6	4.8.6	58.0
Percentile of Median	50.0	24.0	20.0	41.0	43.4	7.0	13.6	10.0	22.0	42.2	41.6	13.2	54.0
Grade Equivalent	2.7	2.4	2.4	2.6	2.6	1.8	2.2	2.0	2.3	2.6	2.6	2.2	2.8
Fall Kindergarten Median	-	11.1	9.9	15.2	18.1	10.4	12.6	11.6	15.6	14.6	15.8	17.9	18.6
Spelling													
Spring Second Grade Median	56.5	49.5	44.9	56.0	58.2	41.0	44.7	46.5	41.5	57.0	57.7	43.1	62.2
Percentile of Median	50.0	26.0	13.8	48.0	56.8	10.0	13.4	17.0	10.2	52.0	54.8	11.1	70.4
Grade Equivalent	2,85	2.3	2.0	2.8	3.0	1.7	2.0	2.2	1.8	2.9	3.0	1.9	3.4
Fall Kindergarten Median	-	18.0	18.1	21.1	22.8	17.4	19.7	17.2	20.1	21.7	22.7	20.5	23.0

Table A5-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE RESPONSIVE EDUCATION MODEL

	BUFFALO, NY			DULUTH, MN			FRESNO, CA			ST. LOUIS, MO			SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES	
	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local
Fall Kindergarten WRAT																				
Mean	23.8	25.7	25.2	33.9	35.6	35.4	24.5	27.8		21.7	32.6	23.2	34.1	33.5	32.6	32.5	35.4	31.5	28.4	31.8
Standard Deviation	10.2	10.4	10.9	11.9	9.7	14.9	12.3	10.1		6.9	11.7	8.2	13.2	12.2	11.7	13.1	14.9	13.2		
Highest Occupation in Household																				
Mean	13.9	13.7	13.2	14.1	15.0	13.9	12.6	13.2		13.2	12.5	12.8	13.4	15.1	12.5	13.9	13.9	15.7	13.5	13.9
Standard Deviation	2.0	2.2	1.4	1.9	2.1	2.7	1.6	1.9		1.8	0.9	1.5	1.9	2.2	0.9	2.2	2.7	2.6		
Family Income in Dollars																				
Mean	4850	4577	4920	6375	7815	6906	4339	3779		2333	4510	3015	3737	7187	4510	5840	6906	6105	4579	5796
Standard Deviation	2523	2680	2971	2753	2238	2934	2332	2304		765	3124	1198	2359	2527	3124	2914	2934	3197		
Missing Income Information																				
No. Missing	38	2	68	11	1	2	17	0		13	6	4	3	5	6	45	2	3		
Valid Cases	44	30	10	41	71	15	36	43		9	10	13	16	46	10	32	15	35		
Ethnic Membership/Race																				
Percent White	0	0	0	94	94	82	4	7		0	0	0	63	80	0	51	82	50	35	44
Percent Black	100	97	97	0	0	6	74	65		100	100	100	16	0	100	44	6	45	56	45
Sex (Percent Male)	40	56	53	46	51	41	62	35		55	44	65	21	55	44	56	41	47	47	47
Entry Age in Months																				
Mean	62.8	62.6	62.1	66.4	66.4	65.9	64.7	65.8		66.1	67.3	64.0	65.6	66.8	67.3	67.1	65.9	62.9	65.4	65.8
Standard Deviation	3.2	5.2	3.0	3.5	4.1	3.3	3.6	4.7		4.4	4.3	3.9	4.1	3.6	4.3	3.4	3.3	3.2		
Percent with English as First Language	100	100	97	100	100	100	89	96		100	100	100	90	100	100	100	100	94	96	98
BEST MATCH SITE	Philadelphia, PA			Tacoma, WA			Local			Kansas City, MO			St. Louis, MO			Providence, RI				

Table A5-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE RESPONSIVE EDUCATION MODEL

	BUFFALO, NY			DULUTH, MN			FRESNO, CA			ST. LOUIS, MO			SALT LAKE CITY, UT			TACOMA, WA			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match				
Spelling																						
Mean	14.6	10.7	13.7	19.8	22.0	23.8	9.6	11.2		12.1	9.4	7.3	21.1	21.7	9.4	10.0	23.8	18.4	14.5	16.5	16.4	15.8
Standard Deviation	10.3	9.0	10.6	8.6	7.7	7.1	9.6	9.5		10.9	8.8	7.9	7.0	8.1	8.8	9.5	7.1	9.5				
Total Reading																						
Mean	41.8	43.5	36.4	56.1	60.4	61.8	34.2	36.9		40.3	39.7	35.8	50.8	57.1	39.7	37.1	61.8	52.3	43.4	39.6	43.2	46.5
Standard Deviation	16.7	18.3	16.8	19.1	16.3	18.7	16.3	14.5		14.3	16.0	18.2	22.6	20.4	16.0	17.9	18.7	21.0				
Total Mathematics																						
Mean	51.0	52.5	42.8	60.6	61.1	68.4	41.5	43.1		44.5	52.5	33.1	57.5	62.7	52.5	46.5	68.4	52.4	50.3	45.3	48.3	51.4
Standard Deviation	19.2	17.0	15.0	18.4	18.1	20.2	18.9	18.9		13.5	19.4	14.9	21.0	18.2	19.4	17.8	20.2	22.3				
BEST MATCH SITE	Philadelphia, PA*			Tacoma, WA			Local			Kansas City, MO			St. Louis, MO			Providence, RI						

*Buffalo's Best Matched Site is Bank Street's Philadelphia NFT group

Table A5-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE RESPONSIVE EDUCATION MODEL

	BUFFALO, NY		DULUTH, MN		FRESNO, CA		ST. LOUIS, MO		SALT LAKE CITY, UT		TACOMA, WA	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian												
Percent			6	6							4	
Number			3	4							3	
Black												
Percent	100	97			74	65	100	100	16		44	6
Number	82	31			39	28	22	16	3		34	1
Oriental												
Percent									5	4		12
Number									1	2		2
Mexican American												
Percent					23	28			16	16		
Number					12	12			3	8		
Puerto Rican												
Percent												
Number												
Other Spanish Surname												
Percent											1	
Number											1	
White												
Percent			94	94	4	7			63	80	51	82
Number			49	68	2	3			12	41	39	14
Other												
Percent		3										
Number		1										

Table A5-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR RESPONSIVE EDUCATION MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
LANG = First Language
SEX = Sex
ENTAGE = Entry Age
P0215622 = Income
NOINC = Missing Income
ETH1 = White vs. Black
OCCUP = Occupation
ETH2 = White vs. Other
NOOCC = Missing Occupation

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.63200357	.49239050E-01
NOWRAT	-8.9868897	2.9783733
LANG	1.1155429	3.9892314
SEX	-3.4948781	1.2312034
ENTAGE	-.39174107	.16693453
P0215622	.63500538E-03	.24177787E-03
NOINC	1.9269074	2.5570442
ETH1	5.0827321	1.3820282
OCCUP	.74492926	.29352705
ETH2	-2.0925683	1.6026619
NOOCC	-2.3235926	2.5975403

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.84447485	.54968182E-01
NOWRAT	-8.0161197	3.3261270
LANG	.68310372	4.4550127
SEX	-3.7838247	1.3749582
ENTAGE	-.29845156	.12642574
P0215622	.49803799E-03	.27060776E-03
NOINC	-2.3812153	2.8556059
ETH1	5.9049848	1.5433932
OCCUP	.31201319	.32779915
ETH2	-1.5473679	1.7897881
NOOCC	1.5351075	2.9068281

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.35327009	.31938579E-01
NOWRAT	-2.2382604	1.9319018
LANG	.57122545E-01	2.5875883
SEX	-4.9093985	.74861182
ENTAGE	-.23834442	.10828096
P0215622	.33047289E-03	.15682759E-03
NOINC	1.3206634	1.6586108
ETH1	.30507516	.89644329
OCCUP	.36336413	.13039435
ETH2	.92701085E-01	1.0395959
NOOCC	-1.2450968	1.6848770

MAT Language

VARIABLE	B	STD ERROR B
FKW	.25029483	.23967413E-01
NOWRAT	-2.3255508	1.4497417
LANG	2.8096121	1.9417833
SEX	-1.8523593	.59929591
ENTAGE	-.18444924	.81256422E-01
P0215622	.29720612E-03	.11758688E-03
NOINC	-.51138228	1.2495581
ETH1	2.3944612	.67271080
OCCUP	.35946886	.14287612
ETH2	-.57490050	.78010966
NOOCC	-.97235279	1.2643689

Raven's

VARIABLE	B	STD ERROR B
FKW	.11087484	.12095711E-01
NOWRAT	-1.2816327	.73104089
LANG	-1.4011161	.97915577
SEX	.33021781	.30219853
ENTAGE	.45063948E-02	.43974034E-01
P0215622	.22874391E-04	.59344310E-04
NOINC	.87249375	.52792627
ETH1	1.7200144	.33921842
OCCUP	.18279736	.72096137E-01
ETH2	-.00145432	.39337202
NOOCC	-.47830935	.63756553

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.33258138E-01	.24297271E-01
NOWRAT	1.4784952	1.5906702
LANG	-1.0210208	2.1345429
SEX	-1.6634745	.65755310
ENTAGE	-.35074403E-01	.49195310E-01
P0215622	-.54615542E-04	.12912715E-03
NOINC	-.29148535	1.3454806
ETH1	2.0949859	.72810441
OCCUP	.15500463	.15474502
ETH2	[illegible]	.85549327
NOOCC	[illegible]	1.3872774

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.18295989E-01	.92929685E-02
NOWRAT	-.49441959	.56211340
LANG	.62090378E-01	.75259438
SEX	-.88163814	.23236700
ENTAGE	.23010153E-01	.31595835E-01
P0215622	.29894440E-04	.45631144E-04
NOINC	-.29544623	.46259542
ETH1	.25299806	.26033280
OCCUP	.54387567E-01	.55379853E-01
ETH2	-.26457317	.31247708
NOOCC	-.23056247	.49023914

Table A5-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.32084973E-01	.91374375E-02
NOWRAT	.14350059	.55270563
LANG	-.83649535	.74029362
SEX	.79911112E-01	.22847809
ENTAGE	.61320553E-02	.30978540E-01
P0215622	.44210455E-04	.44807441E-04
NUINC	-.18286479	.47451870
ETH1	-.18567649	.25646709
OCCUP	.79467142E-01	.54470691E-01
ETH2	-.12345793	.29741076
NUOCC	-.46055024	.48203330

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.37085082	.29465557E-01
NOWRAT	-4.7362550	1.7823136
LANG	1.7740433	2.3872299
SEX	-1.9230209	.73677487
ENTAGE	-.21097237	.99896710E-01
P0215622	.34105444E-03	.14468435E-03
NUINC	1.1034034	1.5301837
ETH1	2.7088240	.82703120
OCCUP	.38229086	.17505201
ETH2	-1.2434310	.95906253
NUOCC	-1.5116194	1.3544161

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.25115275	.22995745E-01
NOWRAT	-4.2506346	1.3909674
LANG	-.65850042	1.8630510
SEX	-1.5718573	.57499072
ENTAGE	-.17476869	.77962188E-01
P0215622	.29335094E-03	.11291571E-03
NUINC	.75330405	1.1941982
ETH1	2.3339081	.64543829
OCCUP	.30262942	.13708374
ETH2	-.24913675	.74847923
NUOCC	-.81137313	1.2131099

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	.24376465	.21762247E-01
NOWRAT	-3.1348962	1.3163555
LANG	-.54260954	1.7501259
SEX	-1.4284949	.54415687
ENTAGE	-.13591974	.73790274E-01
P0215622	.27844989E-03	.10495888E-03
NUINC	-.73481724	1.1341410
ETH1	2.3830250	.61081479
OCCUP	.21248721	.12973053
ETH2	-.34459150	.70833059
NUOCC	.73044427	1.1499383

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.19244165	.20211117E-01
NOWRAT	-2.0579724	1.2225307
LANG	.91943950	1.6374570
SEX	-1.1971441	.50537117
ENTAGE	-.36888715E-01	.68521498E-01
P0215622	.17942983E-03	.94242383E-04
NUINC	-1.1894586	1.0475889
ETH1	1.4254004	.56728010
OCCUP	.92329461E-01	.12048384
ETH2	-.67100587	.65754349
NUOCC	.70209162	1.0602105

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.20426855	.20199201E-01
NOWRAT	-2.0232560	1.2218100
LANG	.30027476	1.5304916
SEX	-1.1601857	.50507322
ENTAGE	-.12384436	.68481999E-01
P0215622	.25118825E-03	.99183877E-04
NUINC	-.45723996	1.0409701
ETH1	2.1165584	.56694545
OCCUP	.36994722E-01	.12041280
ETH2	-.63177053	.65745564
NUOCC	-.15743037	1.0405819

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.91029139E-01	.96438022E-02
NOWRAT	-1.4250921	.50333463
LANG	-.15224323	.78131809
SEX	-.85149472	.24113965
ENTAGE	-.10653766	.32495262E-01
P0215622	.88064212E-04	.47353838E-04
NUINC	.14208423	.50001486
ETH1	.32222769	.27057940
OCCUP	.13945293	.57489246E-01
ETH2	.18128139	.31359222
NUOCC	-.49517165	.50874590

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.15976569	.18921496E-01
NOWRAT	-1.4004587	1.1445241
LANG	3.0519554	1.5329749
SEX	-1.0008646	.47312449
ENTAGE	-.77911575E-01	.64149310E-01
P0215622	.19914191E-03	.92909077E-04
NUINC	-.65476651	.98261723
ETH1	2.0722333	.53108336
OCCUP	.23001593	.11279416
ETH2	-.75628194	.61586817
NUOCC	-.47718173	.99817823

Table A6-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES FOR COHORT III SITES IN TEEM MODEL

	CHICASHA, OK			DES MOINES, IA			LAKEWOOK, NJ			NEWARK, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	42.1	46.7	47.9	46.9	45.3	49.4	45.7	56.5	53.3	52.7	51.7	50.6	40.9	56.1	49.6	41.7	47.6	49.4	45.0	50.6	
Number	5	7	10	6	1	14	9	2	8	3	8	3	10	5	3	7	7	14			
Local Mean Difference		→ 4.6						→ 10.8						→ 15.2			→ 5.9			→ 5.6	
Best Match Mean Difference			→ 5.8			→ 2.5			→ 7.6						→ 8.7			→ 7.7			
Flexible Classroom	58.6	47.7	49.4	49.3	54.3	49.8	53.7	44.8	42.3	65.1	42.1	41.6	62.4	40.7	41.6	63.1	48.1	49.8	58.7	46.3	
Number	5	7	10	6	1	14	9	2	7	3	8	3	9	5	3	7	7	14			
Local Mean Difference	10.9 ←				→ 5.0		8.9 ←			23.0 ←			21.7 ←			15.0 ←			12.4 ←		
Best Match Mean Difference	9.2 ←						11.4 ←			23.5 ←			20.8 ←			13.3 ←					
Individualization	58.1	42.5	52.8	48.1	51.9	56.5	52.5	55.0	39.1	55.0	40.6	35.3	63.7	43.8	41.5	60.3	48.8	56.5	56.3	47.1	
Number	5	7	10	5	1	14	9	2	8	3	8	3	10	5	3	7	7	14			
Local Mean Difference	15.6 ←				→ 3.8			→ 2.5		14.4 ←			19.9 ←			11.5 ←			9.2 ←		
Best Match Mean Difference	5.3 ←					→ 8.4	13.4 ←			19.7 ←			22.2 ←			3.8 ←					
Academic (vs. Emotional) Emphasis	56.7	47.4	50.8	51.3	52.2	51.4	50.0	52.2	51.9	42.9	52.6	60.6	41.9	56.7	46.6	40.3	50.2	51.4	47.2	51.9	
Number	5	7	10	6	1	14	9	2	8	3	7	3	10	5	3	7	7	14			
Local Mean Difference	3.3 ←										→ 9.7			→ 14.8			→ 9.9			→ 4.7	
Best Match Mean Difference	5.9 ←											→ 17.7			→ 4.7			→ 11.1			
Satisfaction with Sponsor	58.1			41.9			43.6			55.1			55.9			50.8			50.9		
Number	5			5			9			3			10			6					
Local Mean Difference																					
Best Match Mean Difference																					
BEST MATCH SITE	Okaloosa Co., FL			Providence, RI			Philadelphia, Pa*			New York, NY**			Tacoma, WA			Providence, RI					

*Lakewood's Best Matched Site is SEDL's Philadelphia NFT group.

**Newark's Best Matched Site is High/Scope's New York NFT group.

Table A6-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN TEEM MODEL

	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Years in School															
Mean	2.4	6.0	6.4	6.1	4.3	7.2	2.4	9.4	4.4	2.2	8.5	15.3	3.3	7.0	
Standard Deviation	3.7	5.4	10.1	4.1	4.9	5.6	.9	.2	4.0	1.3	10.4	2.3			
Number	8	5	22	8	3	22	9	13	10	5	16	3			
Years in Model															
Mean	.6			2.6			1.4			2.4			1.8		
Standard Deviation	.5			1.5			.5			1.5					
Number	8			8			9			5					
Age in Years															
Mean	32.4	23.4	10.2	32.6	25.7	36.5	35.1	54.2	32.1	84.0	40.8	43.7	33.5	37.3	
Standard Deviation	8.4	5.3	12.5	7.8	4.7	12.3	10.1	10.3	9.6	9.1	14.3	7.3			
Number	8	5	22	8	3	21	9	13	10	5	16	3			
Teacher Ethnicity															
Percent White	62	0	62	71	100	62	78	100	100	100	75	100	78	69	
Percent Black	38	100	38	29	0	24	22	0	0	0	19	0	22	30	
Percent Spanish Surname	0	0	0	0	0	10	0	0	0	0	6	0	0	2	
Percent Other	0	0	0	0	0	5	0	0	0	0	0	0	0	0	
Number	8	5	21	7	3	21	9	13	10	5	16	3			
Teacher Certification															
Percent None	12	0	0	0	0	0	0	0	0	0	0	0	3	0	
Percent Temporary	25	0	0	0	0	5	0	0	0	0	0	0	6	0	
Percent Renewable/Permanent	50	100	100	100	100	90	100	100	100	100	100	100	88	100	
Percent Other	12	0	0	0	0	5	0	0	0	0	0	0	3	0	
Number	8	4	22	8	3	21	9	13	10	5	16	3			
BEST MATCH SITE	Jacksonville, FL			New York, NY			Salt Lake City,UT			Portageville, MO					

Table A6-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN TEEM MODEL

	CHICASHA, OK			DES MOINES, IA			LAKEWOOD, NJ			NEWARK, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Years in School																				
Mean	5.4	10.1	5.3	8.0	20.0	6.6	2.1	4.5	8.5	3.7	7.0	5.3	5.4	13.8	8.3	3.1	7.9	6.6	4.6	10.6
Standard Deviation	4.0	8.6	6.3	12.4	0	4.1	2.0	3.5	5.6	.6	2.3	4.2	6.4	9.7	2.3	3.2	6.2	4.1	4.8	5.0
Number	5	7	10	6	1	14	9	2	8	3	8	3	10	5	3	7	7	14		
Years in Model																				
Mean	4.8			4.3			1.7			3.7			2.5			2.3			3.2	
Standard Deviation	1.1			.8			1.5			.6			.7			1.8			1.1	
Number	5			6			9			3			10			6				
Age in Years																				
Mean	33.0	39.3	42.1	34.3	62.0	32.2	26.1	40.5	34.2	28.7	29.9	33.7	36.4	47.2	30.0	31.3	50.0	32.2	31.6	44.8
Standard Deviation	15.1	14.9	17.1	11.7	0	7.1	3.3	.7	10.5	1.5	2.4	9.3	9.8	5.2	3.5	4.6	9.5	7.1	7.7	5.4
Number	5	7	10	6	1	13	8	2	8	3	8	3	10	5	3	7	7	13		
Teacher Ethnicity																				
Percent White	80	100	100	83	100	100	89	50	25	50	25	33	90	100	100	71	100	100	77	79
Percent Black	20	0	0	17	0	0	11	50	62	50	75	67	10	0	0	29	0	0	23	21
Percent Spanish Surname	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0
Percent Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number	5	7	10	6	1	14	9	2	8	2	8	3	10	5	3	7	7	14		
Teacher Certification																				
Percent None	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent Temporary	0	0	0	0	0	0	0	0	12	0	0	0	0	0	100	0	14	0	0	2
Percent Renewable/Permanent	100	86	90	100	100	86	100	100	88	100	100	100	100	100	0	100	86	86	100	95
Percent Other	0	14	10	0	0	14	0	0	0	0	0	0	0	0	0	0	0	14	0	2
Number	5	7	10	6	1	14	9	2	8	3	8	3	9	5	3	7	7	14		
BEST MATCH SITE	Ft. Walton Beach, FL			Providence, RI			Philadelphia, PA*			New York, NY**			Tacoma, WA			Providence, RI				

*Lakewood's Best Matched Site is SEDL's Philadelphia NFT group.

**Newark's Best Matched Site is High/Scope's New York NFT group.

Table A6-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974) FOR COHORT II SITES IN TEEM MODEL

	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	48.9	50.6	51.0	44.1	52.7	51.2	47.4	46.8	52.0	37.7	46.3	58.1	44.5	49.1	
Number	8	3	20	8	3	21	9	13	10	5	16	3			
Local Mean Difference					→8.6						→8.6			→4.6	
Best Match Mean Difference						→7.1			→4.6			→20.4			
Flexible Classroom	59.0	48.9	48.7	54.6	47.1	41.8	58.2	47.0	48.6	61.8	51.7	48.0	58.4	48.7	
Number	8	4	20	8	3	20	9	13	10	5	16	3			
Local Mean Difference	10.1←			7.5←			11.2←			10.1←			9.7←		
Best Match Mean Difference	10.3←			12.8←			9.6←			13.8←					
Individualization	62.7	44.1	50.5	54.2	49.8	39.4	56.3	48.0	43.8	56.8	48.4	41.5	57.5	47.6	
Number	8	4	20	8	3	20	9	13	10	5	16	3			
Local Mean Difference	18.6←			4.4←			8.3←			3.4←			9.9←		
Best Match Mean Difference	12.2←			14.8←			12.5←			15.3←					
Academic (vs. Emotional) Emphasis	57.0	46.6	48.8	43.5	55.0	50.2	50.7	47.9	48.3	42.2	46.6	56.8	48.4	49.0	
Number	7	4	21	8	3	21	9	13	10	5	16	3			
Local Mean Difference	10.4←				→11.5		2.8←				→4.4				
Best Match Mean Difference	8.2←					→6.7						→14.6			
Satisfaction with Sponsor	32.2			43.0			50.2			50.8			44.0		
Number	8			8			9			5					
Local Mean Difference															
Best Match Mean Difference															
BEST MATCH SITE	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO					

Table A6-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN TEEM MODEL

	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
School Helped Child	49.7	49.9	48.1	53.7	44.9	47.4	53.2	51.7	45.7	53.7	49.4	46.7	52.6	49.0	
Number	32	20	46	44	29	86	31	19	32	35	26	23	142	94	
Local Mean Difference				8.8 ←						4.3 ←			3.6 ←		
Best Match Mean Difference				6.3 ←			7.5 ←			7.0 ←					
School Helped Parent Understand	53.2	48.6	45.3	50.1	45.0	47.6	48.9	47.0	43.5	52.5	44.9	44.7	51.2	46.4	
Number	32	20	45	44	29	87	31	19	32	35	27	23	142	95	
Local Mean Difference	4.6 ←			5.1 ←						7.6 ←			4.8 ←		
Best Match Mean Difference	7.9 ←			2.5 ←			5.4 ←			7.8 ←					
Child's Progress in School	52.3	49.4	49.4	50.4	46.6	50.7	51.7	53.6	48.9	54.4	50.3	48.9	52.2	50.0	
Number	32	20	46	43	29	87	32	19	31	35	27	23	142	95	
Local Mean Difference	2.9 ←			3.8 ←						4.1 ←					
Best Match Mean Difference	2.9 ←						2.8 ←			5.5 ←					
PAC Involvement	48.8	48.5	46.9	48.4	42.3	47.4	49.6	39.4	42.1	52.2	45.4	55.2	49.8	43.8	
Number	22	7	15	24	11	20	29	3	9	30	4	1	105	25	
Local Mean Difference				6.1 ←			10.2 ←			6.8 ←			6.0 ←		
Best Match Mean Difference							7.5 ←					→ 3.0			
Child's Emotional Adjustment	51.1	50.3	55.2	53.5	46.5	50.0	49.4	51.7	44.2	52.5	48.5	50.3	51.6	49.2	
Number	32	21	45	44	30	88	32	19	32	35	27	22	143	97	
Local Mean Difference				7.0 ←						4.0 ←					
Best Match Mean Difference			→ 4.1	3.5 ←			7.5 ←								
Parent Visits to School	55.4	49.8	47.1	47.7	47.1	48.8	50.1	46.4	47.7	47.9	47.7	47.5	50.3	47.8	
Number	3	18	23	35	26	77	31	16	31	15	23	17	104	83	
Local Mean Difference	5.6 ←						3.7 ←						2.5 ←		
Best Match Mean Difference	8.3 ←														
Parent Child Interaction	52.6	55.7	53.9	53.0	53.0	53.4	43.8	45.6	45.9	47.2	49.0	52.6	49.2	50.8	
Number	26	21	38	35	14	72	18	9	24	23	17	20	102	61	
Local Mean Difference		→ 3.1													
Best Match Mean Difference												→ 5.4			
Parent Locus	47.2	48.7	50.7	47.4	48.4	49.6	53.5	56.5	55.8	52.3	52.1	46.1	50.1	51.4	
Number	30	20	45	41	28	86	32	19	32	35	27	23	138	94	
Local Mean Difference								→ 3.0							
Best Match Mean Difference			→ 3.5							6.2 ←					
BEST MATCH SITE	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO					

Table A6-5 (Continued)

STANDARDIZED SCORES IN PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN TEEM MODEL

	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School's Receptivity	50.1	49.4	46.2	50.3	45.1	49.2	53.4	56.1	52.1	53.2	48.1	44.0	51.8	49.7	
Number	32	20	45	42	27	83	32	19	31	33	25	22	139	91	
Local Mean Difference				5.2 ←				→ 2.7		5.1 ←					
Best Match Mean Difference	3.9 ←									9.2 ←					
Talks with Teacher	45.8	47.1	46.0	51.8	51.3	47.8	52.9	54.6	48.2	50.1	45.9	45.1	50.2	50.0	
Number	23	18	23	34	26	77	31	16	31	15	23	17	103	83	
Local Mean Difference										3.2 ←					
Best Match Mean Difference				4.0 ←			4.7 ←			5.0 ←					
School Helped Parent Personally	50.3	48.3	47.5	52.1	49.8	47.4	49.7	46.6	47.1	50.1	44.4	47.6	50.6	47.3	
Number	32	21	46	44	29	87	31	19	32	35	27	23	142	96	
Local Mean Difference							3.1 ←			5.7 ←			3.3 ←		
Best Match Mean Difference	2.8 ←			4.7 ←			2.6 ←			2.5 ←					
Satisfaction with Teacher	49.0	50.5	48.5	53.9	49.7	48.3	54.7	53.7	46.1	53.5	48.8	49.8	52.8	50.7	
Number	23	21	38	30	24	82	29	18	30	33	26	22	115	89	
Local Mean Difference				4.2 ←						4.7 ←					
Best Match Mean Difference				5.6 ←			8.6 ←			3.7 ←					
BEST MATCH SITE	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO					

Figure A6-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN TEEM MODEL HIGHLIGHTED

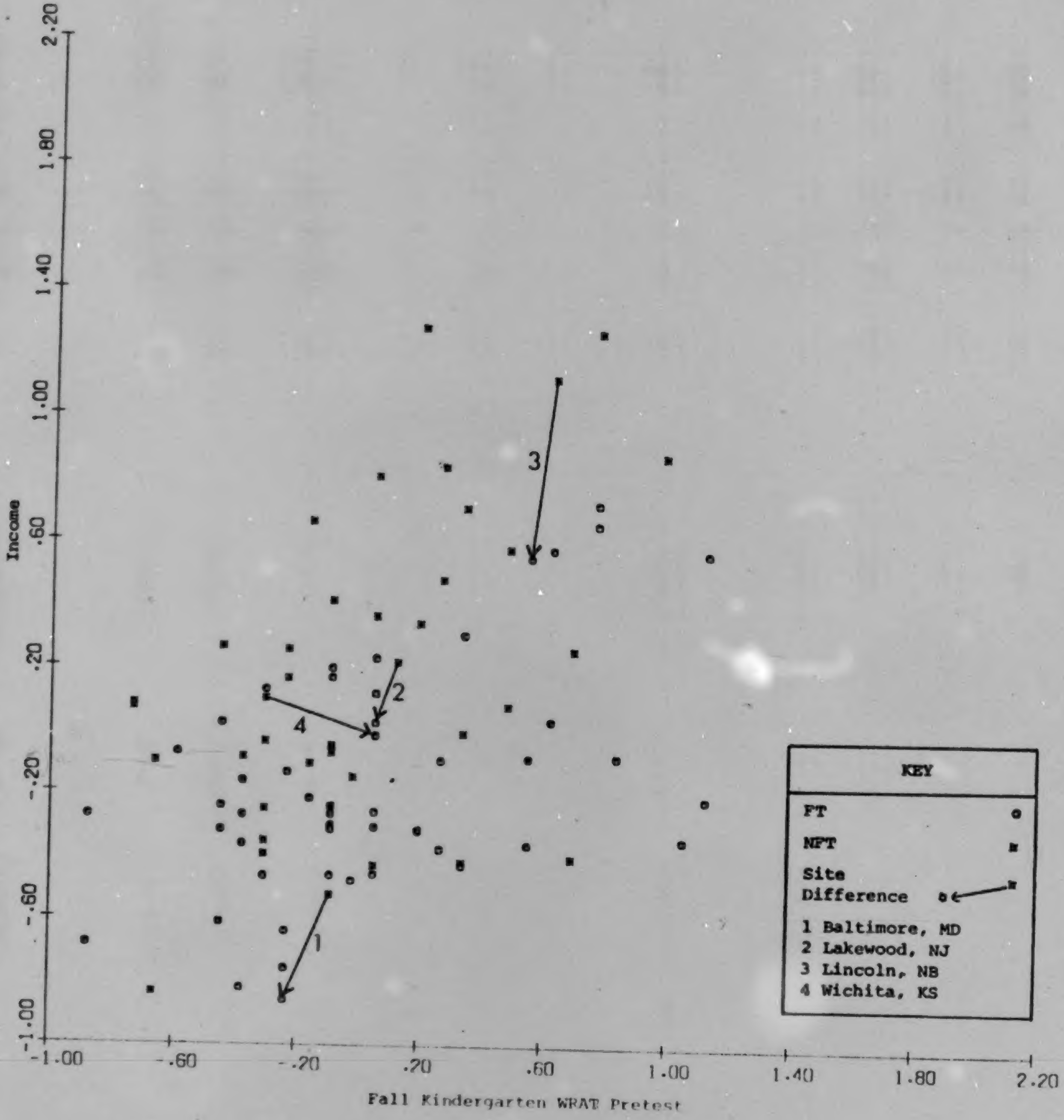


Figure A6-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN TEEM MODEL HIGHLIGHTED

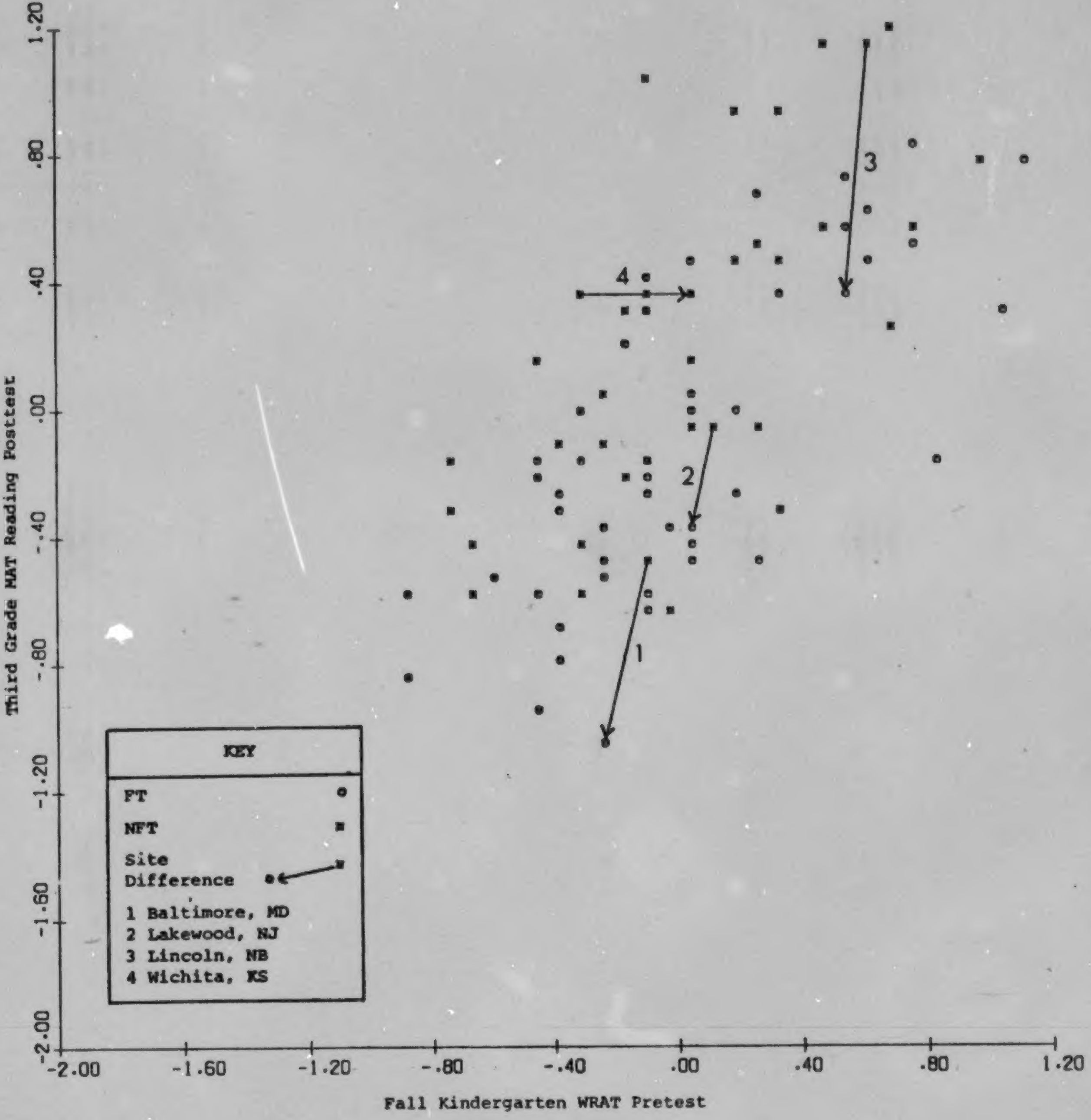
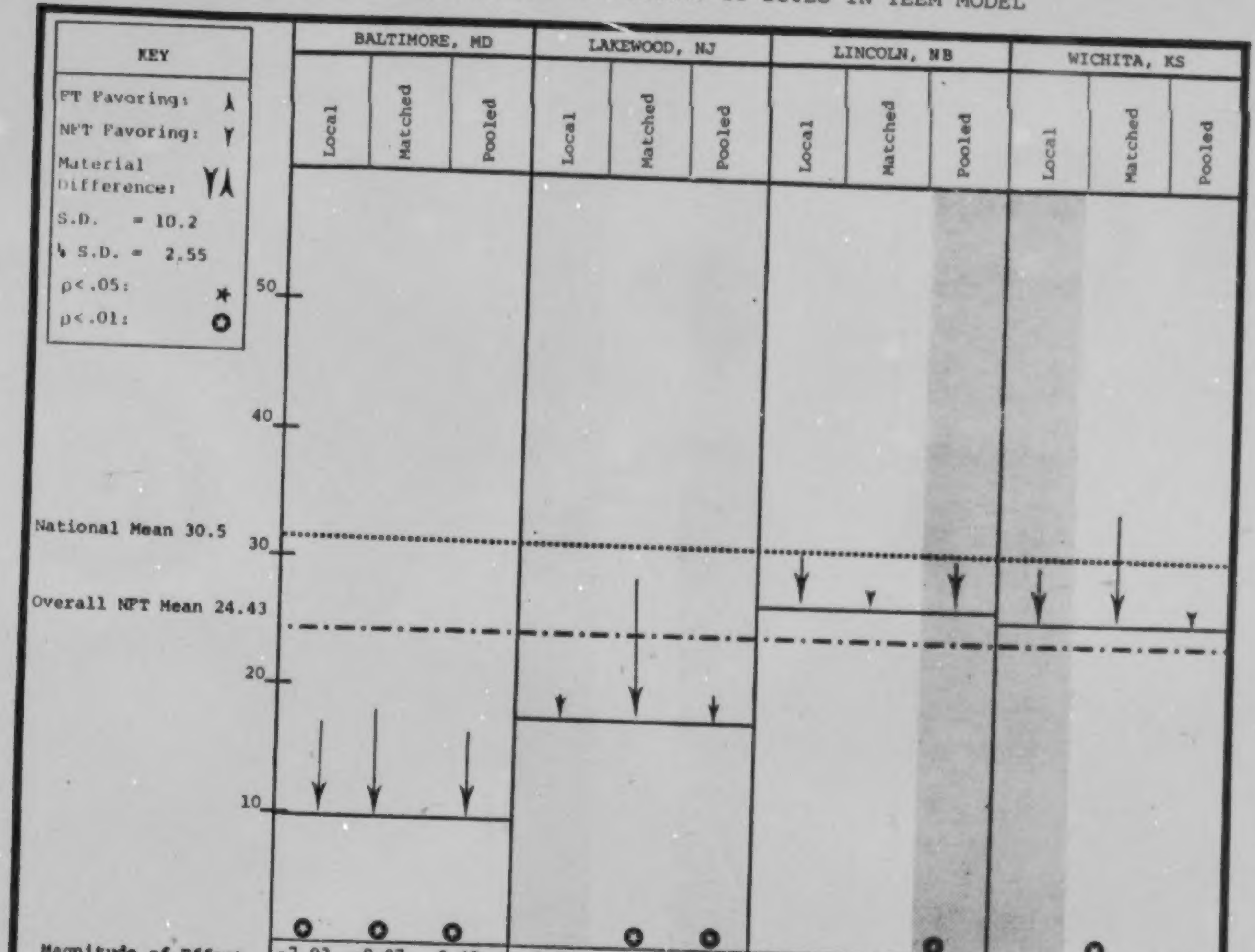


Table A6-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN TEEM MODEL

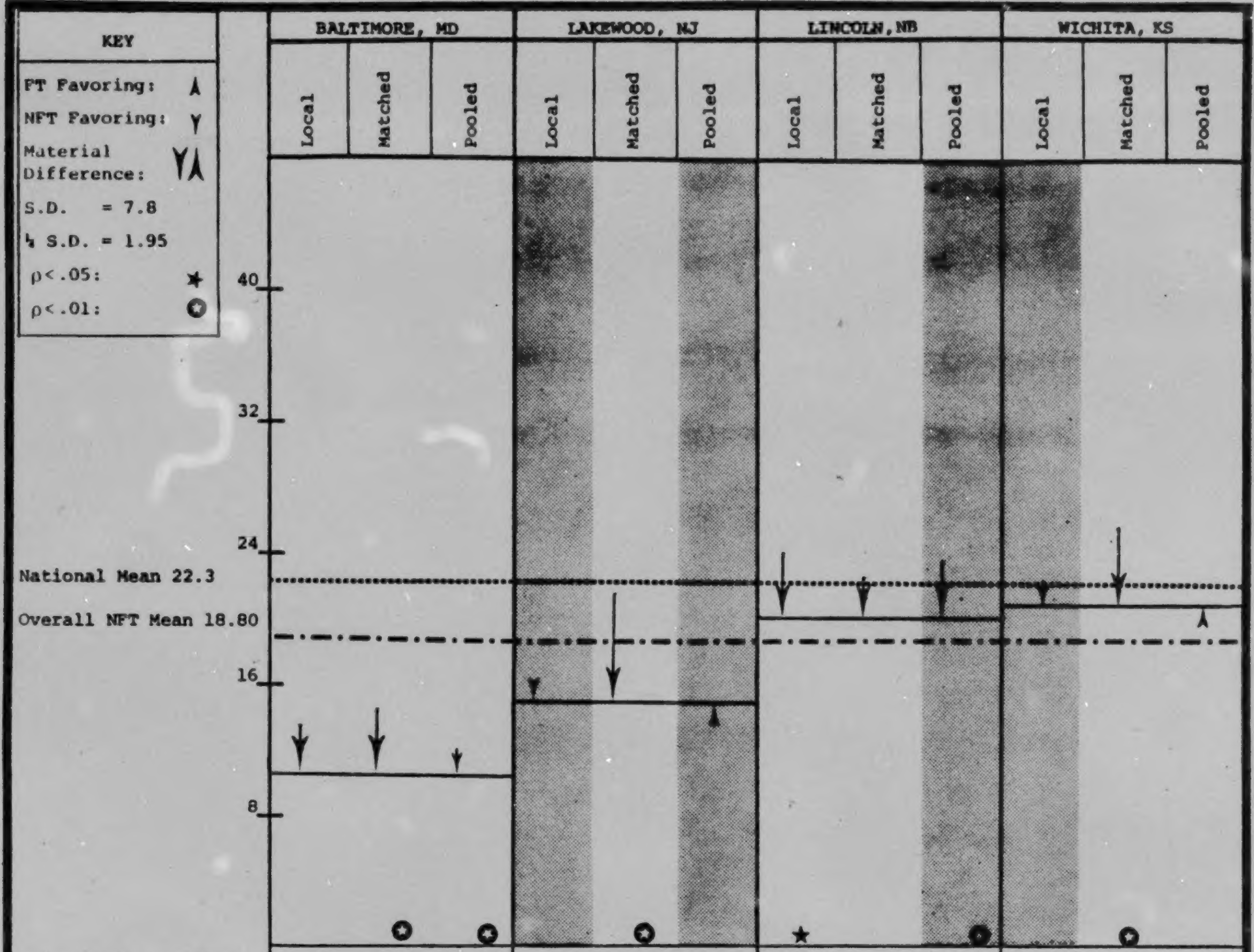


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-7.03	-8.07	-6.43	-2.24	-10.50	-2.44	-3.76	-1.54	-4.00	-4.61	-8.25	-1.82
Standard Error	2.24	1.33	.65	2.17	1.48	.86	2.13	1.93	1.07	2.40	2.23	1.12
FT Mean	9.90			17.64			27.41			26.98		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York NY			Salt Lake City, UT			Portageville, MO		

Ps PS FKW PS

Table A6-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN TEEM MODEL

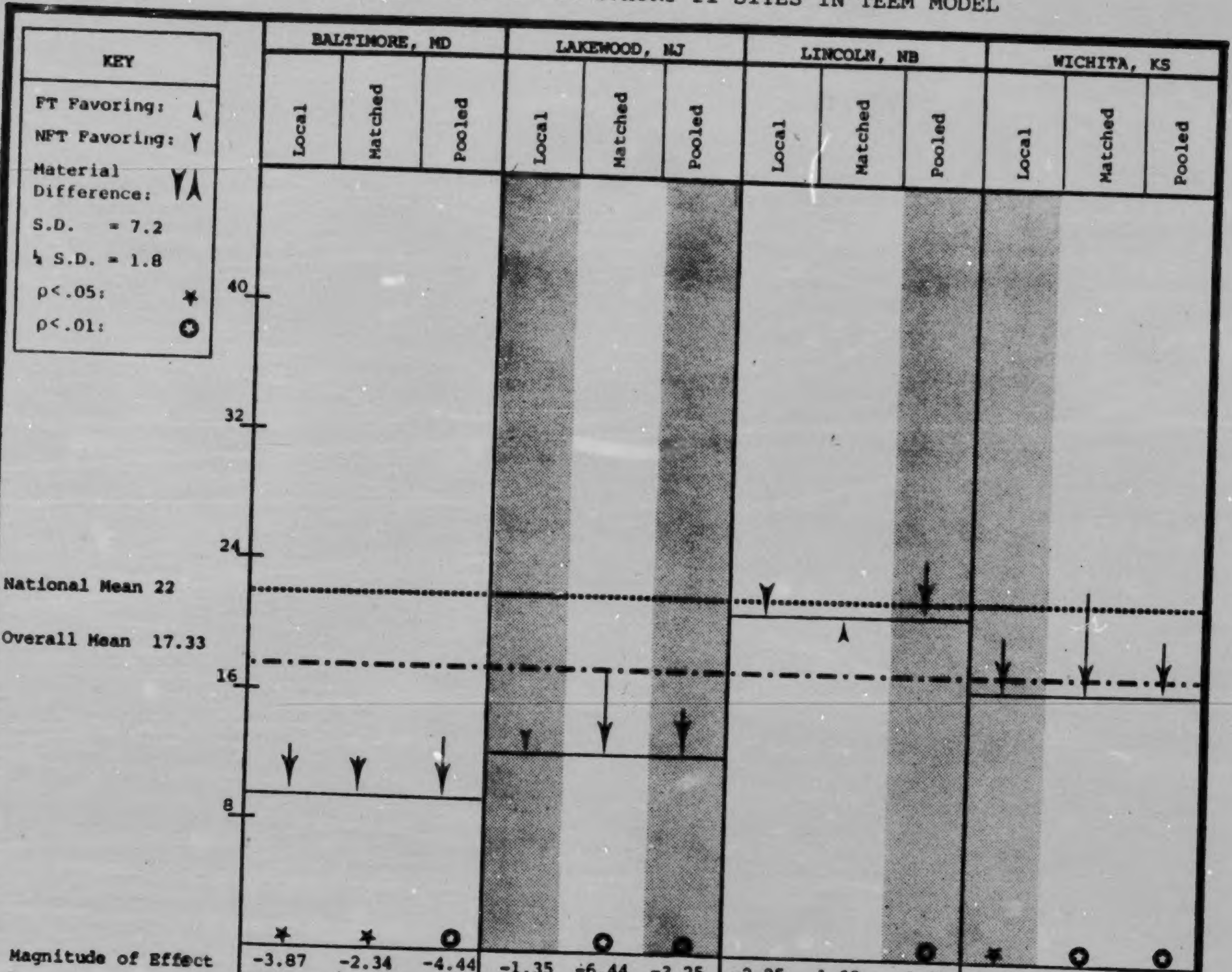


	BALTIMORE, MD Local	BALTIMORE, MD Matched	BALTIMORE, MD Pooled	LAKEWOOD, NJ Local	LAKEWOOD, NJ Matched	LAKEWOOD, NJ Pooled	LINCOLN, NB Local	LINCOLN, NB Matched	LINCOLN, NB Pooled	WICHITA, KS Local	WICHITA, KS Matched	WICHITA, KS Pooled
Magnitude of Effect	-3.15	-4.02	-1.86	-.70	-6.54	.06	-4.05	-2.56	-3.58	-1.58	-4.86	.94
Standard Error	1.75	1.10	.57	1.69	1.14	.60	1.83	1.50	.82	1.87	1.75	.86
FT Mean	10.60			15.03			19.96			20.41		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table A6-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN TEEM MODEL

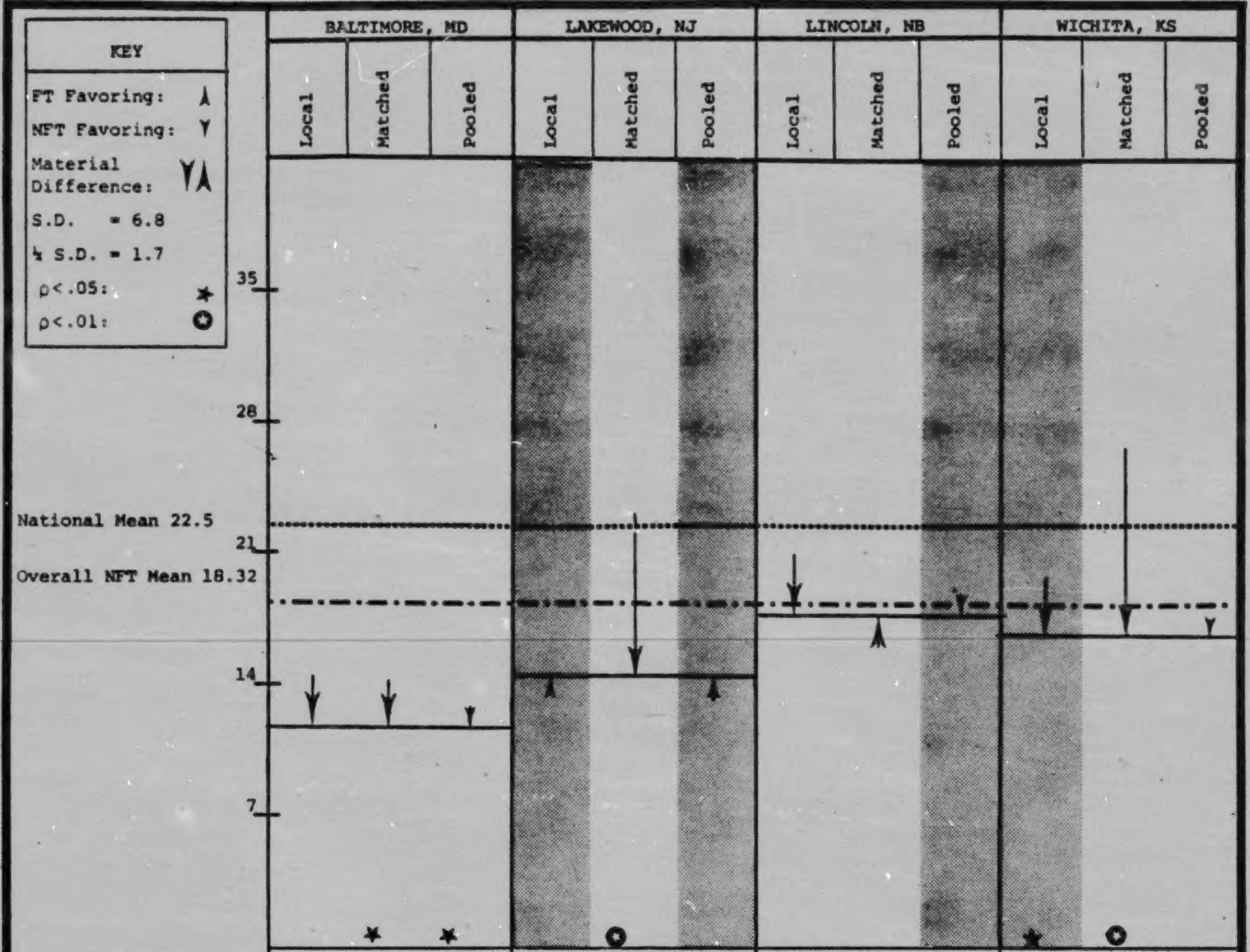


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	✱	✱	○		○	○			○	✱	○	○
Magnitude of Effect	-3.87	-2.34	-4.44	-1.35	-6.44	-3.25	-2.25	1.68	-4.25	-4.45	-9.27	-4.56
Standard Error	1.59	1.00	.52	1.54	1.15	.66	1.48	1.31	.74	1.70	1.61	.76
FT Mean	9.63			12.68			19.42			16.07		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table A6-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN TEEM MODEL

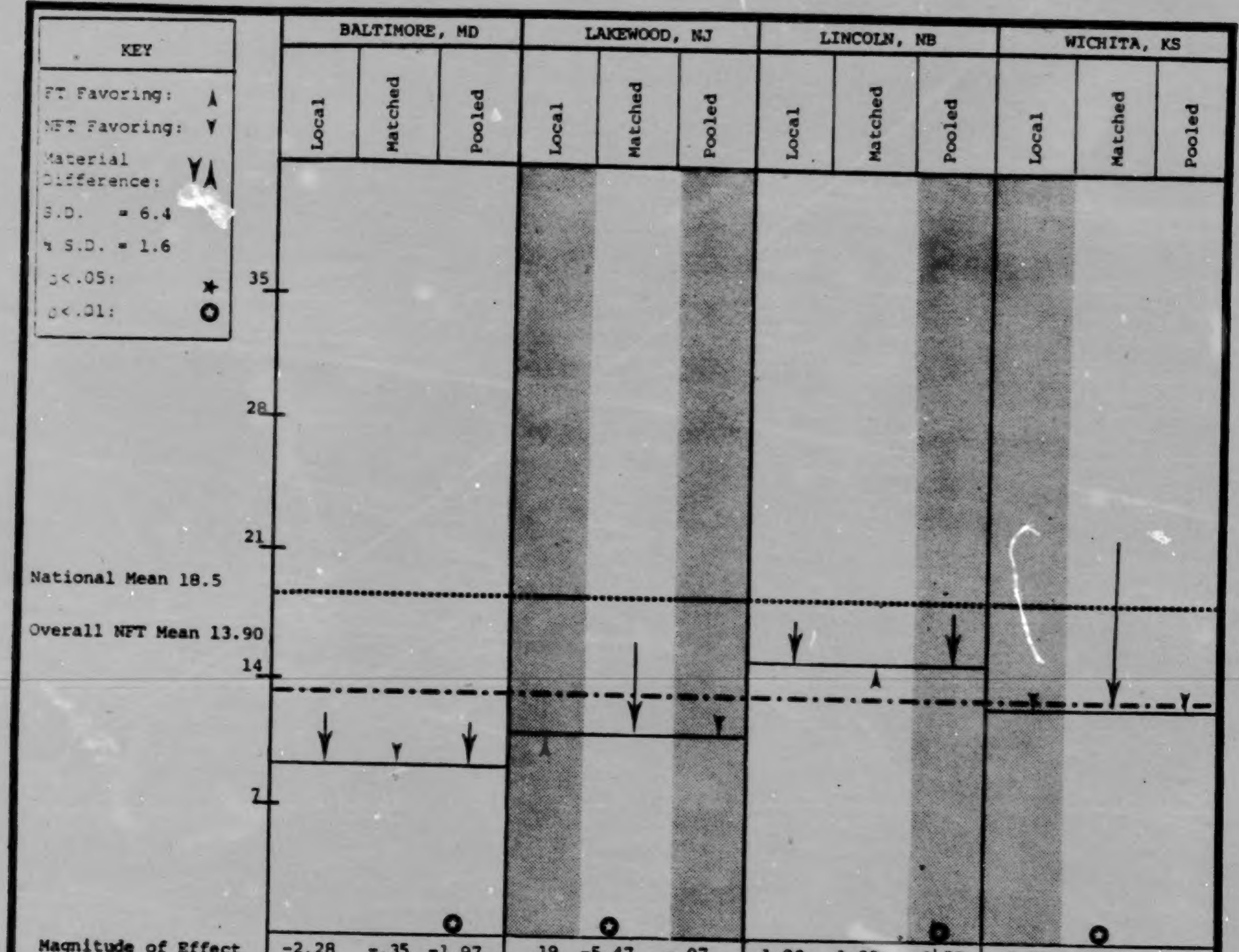


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.29	-2.33	-1.02	.06	-8.86	1.29	-2.65	1.81	-1.12	-3.28	-9.76	-.97
Standard Error	1.49	1.00	.50	1.45	1.17	.66	1.41	1.21	.65	1.60	1.34	.68
FT Mean	12.41			14.43			17.77			16.07		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table A6-10

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN TEEM MODEL

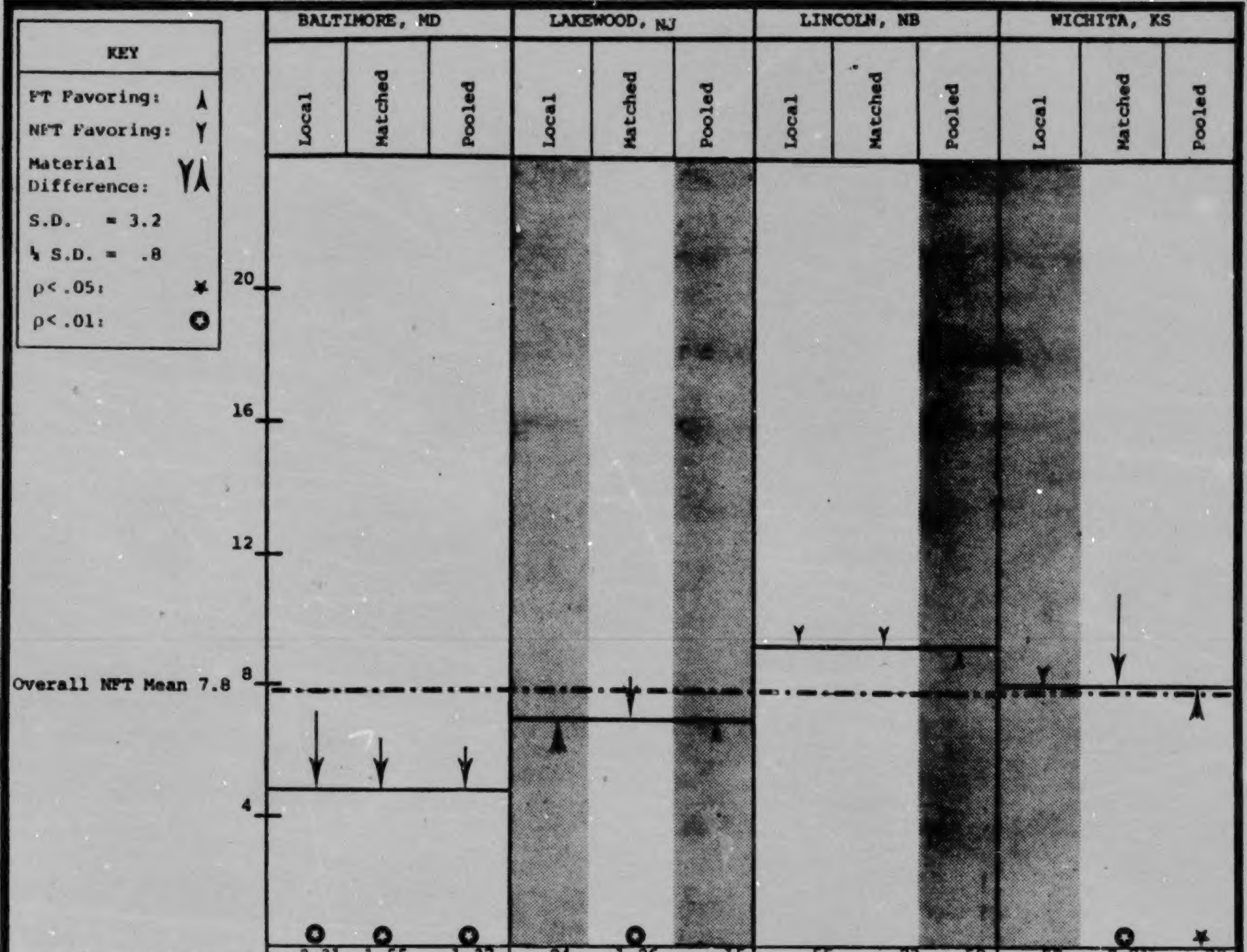


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.28	-.35	-1.97	.19	-5.47	-.07	-1.93	1.38	-2.57	-1.08	-8.42	-1.18
Standard Error	1.43	.88	.46	1.39	1.07	.51	1.36	1.23	.68	1.54	1.51	.74
FT Mean	8.91			10.15			15.46			12.77		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table A6-11

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN TEEM MODEL

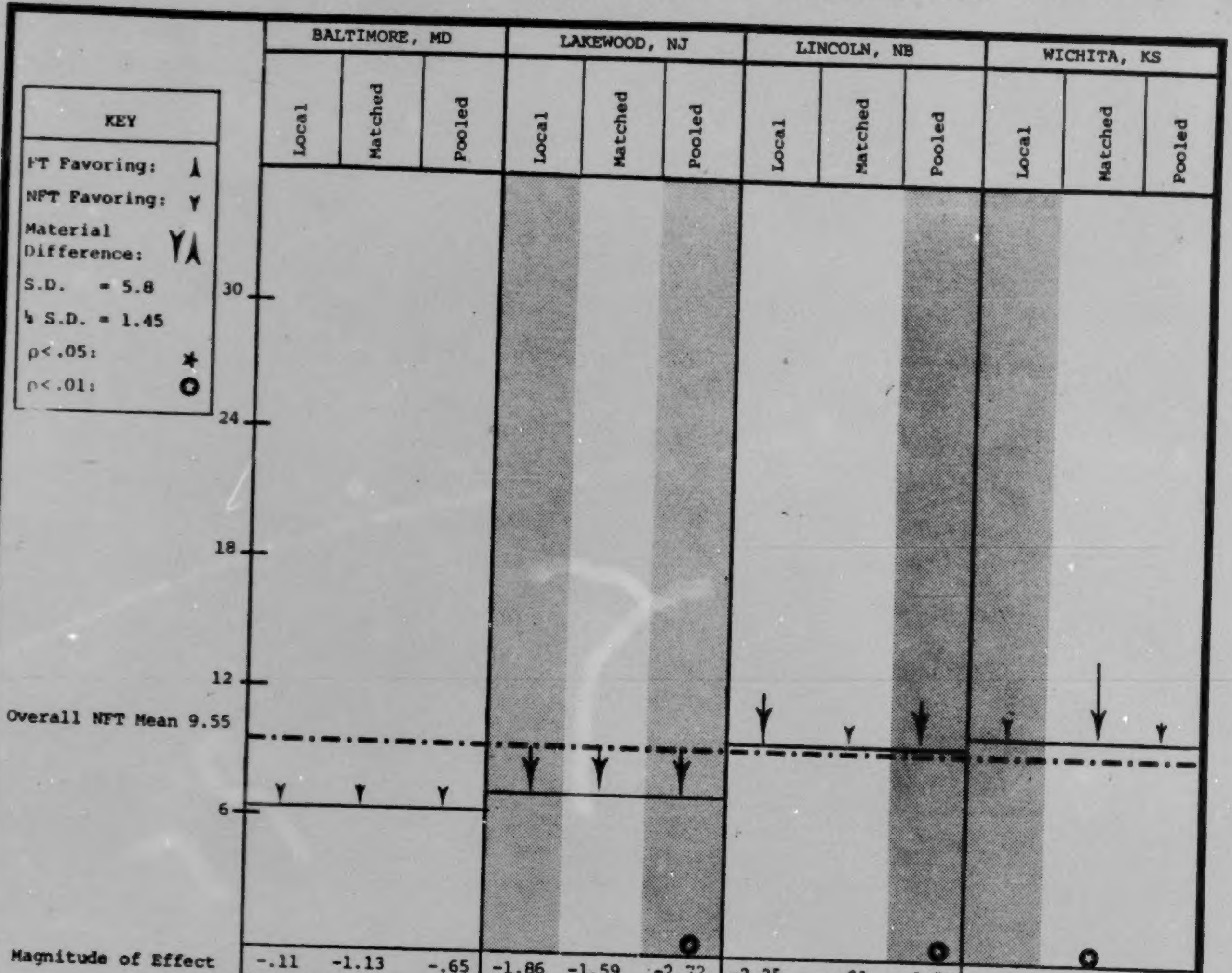


	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	⊙	⊙	⊙		⊙						⊙	*
Magnitude of Effect	-2.31	-1.55	-1.37	.94	-1.26	.15	-.55	-.23	.50	-.52	-2.81	.92
Standard Error	.70	.51	.24	.67	.45	.34	.67	.57	.30	.75	.70	.36
FT Mean	4.84			7.05			9.20			7.99		
No. of FT Children	99			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table A6-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN TEEM MODEL



	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.11	-1.13	-.65	-1.86	-1.59	-2.72	-2.25	-.61	-2.70	-.70	-4.68	-1.13
Standard Error	1.40	.78	.39	1.36	.92	.49	1.33	1.11	.51	1.50	1.49	.71
FT Mean	6.20			7.28			10.07			10.52		
No. of FT Children	49			80			98			84		
Matched NFT Site	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO		

PS PS FKW PS

Table A6-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR TEEM MODEL

		BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS		
		FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION	*Number*	176	210	386	142	110	252	312	195	507	211	149	360
CHILDREN RETAINED	*Percent*	56.2	20.0	36.5	56.3	49.1	53.2	31.4	49.7	59.5	39.8	18.1	30.8
	Number	99	42	141	80	54	134	98	97	195	84	27	111
No WRAT	*Percent*	2	2	2	10	7	9	23	2	13	13	4	11
	Number	2	1	3	8	4	12	23	2	25	11	1	12
No Income	*Percent*	52	74	58	11	9	10	55	37	46	46	26	41
	Number	51	31	82	9	5	14	54	36	90	39	7	46
WRAT Score	*Mean*	27	29	27	30	31	31	37	38	37	29	27	29
Standard Deviation		13	12	13	14	13	14	14	13	13	13	14	13
	Number	97	41	138	72	50	122	75	95	170	73	26	99
Income	*Mean*	3062	3955	3229	5507	6143	5767	7079	8631	7981	5411	5725	5508
Standard Deviation		2025	2339	2095	2483	2952	2691	2723	1811	2356	2845	2697	2783
	Number	48	11	59	71	49	120	44	61	105	45	20	65
CHILDREN NOT RETAINED	*Percent*	43.8	80.0	63.5	43.7	50.9	46.8	68.6	50.3	61.5	60.2	81.9	69.2
	Number	77	168	245	62	56	118	214	98	312	127	122	249
No WRAT	*Percent*	5	11	9	16	13	14	44	3	31	20	6	13
	Number	4	19	23	10	7	17	94	3	97	26	7	33
No Income	*Percent*	51	52	51	39	29	34	75	51	68	59	46	53
	Number	39	87	126	24	16	40	161	50	211	75	56	131
WRAT Score	*Mean*	26	23	24	30	34	32	31	34	32	30	23	26
Standard Deviation		13	11	12	13	17	15	15	16	15	15	12	14
	Number	73	149	222	52	49	101	120	95	215	101	115	216
Income	*Mean*	4118	4352	4277	7105	7362	7237	6641	7239	6925	6586	5257	5843
Standard Deviation		2735	2906	2843	2576	2667	2609	3054	2494	2805	2884	2727	2863
	Number	38	81	119	38	40	78	53	48	101	52	66	118

Table A6-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE TEEM MODEL

	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Match		Local	Match		Local	Match		Local	Match		Local	Match
Fall Kindergarten WRAT															
Mean	26.5	28.6	25.2	30.3	31.2	33.3	36.9	37.6	35.6	29.3	26.6	28.3	30.8	31.0	
Standard Deviation	12.7	12.2	10.8	14.3	13.3	14.7	14.3	12.8	13.1	12.9	13.6	13.4			
Highest Occupation in Household															
Mean	13.1	13.1	13.4	13.8	13.7	14.3	14.8	16.0	15.3	13.9	14.2	14.5	13.9	14.2	
Standard Deviation	1.7	1.4	1.7	2.0	1.9	2.1	2.5	1.9	2.2	2.0	1.8	2.2			
Family Income in Dollars															
Mean	3062	3955	4271	5507	6143	5440	7079	8631	7158	5411	5725	5167	5265	6114	
Standard Deviation	2025	2339	2338	2483	2952	2561	2723	1811	2528	2845	2697	3231			
Missing Income Information															
No. Missing	51	31	5	9	5	153	54	36	14	39	7	0			
Valid Cases	48	11	48	71	49	92	44	61	41	45	20	36			
Ethnic Membership/Race															
Percent White	2	0	0	19	32	0	81	100	84	58	22	69	40	38	
Percent Black	98	100	100	66	61	78	16	0	0	42	59	31	56	55	
Sex (Percent Male)	55	52	36	45	43	47	52	52	40	46	52	61	50	50	
Entry Age in Months															
Mean	53.8	54.6	54.2	57.7	57.4	54.7	57.2	57.9	57.9	58.2	58.0	57.9	56.7	57.0	
Standard Deviation	3.5	3.6	3.9	3.8	4.1	3.5	3.9	3.7	4.1	4.6	4.1	4.4			
Percent with English as First Language	100	100	100	89	100	80	98	100	100	100	100	100	97	100	
MATCHED SITE	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO					

Table A6-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE TEEM MODEL

	BALTIMORE, MD			LAKEWOOD, NJ			LINCOLN, NB			WICHITA, KA			SPONSOR'S SITES			ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading																	
Mean	20.50	32.21	31.72	32.66	38.43	49.03	47.37	61.45	51.62	47.38	48.26	60.22	36.98	45.09		38.36	43.58
Standard Deviation	11.58	18.10	13.78	15.41	18.66	19.17	19.29	18.68	19.43	20.18	19.26	16.01					
Total Mathematics																	
Mean	30.95	40.71	37.21	37.25	40.87	59.05	52.64	66.40	50.27	44.92	49.63	72.83	41.44	49.40		45.83	49.36
Standard Deviation	13.69	18.48	13.46	17.14	17.89	23.80	21.85	22.11	19.03	19.68	19.10	20.92					
Language																	
Mean	11.04	14.12	14.00	14.33	17.80	17.72	19.28	24.24	20.67	18.51	17.93	26.81	15.79	18.52		16.24	17.53
Standard Deviation	5.43	6.80	6.07	6.82	9.60	8.63	7.62	9.63	10.33	9.98	8.29	9.93					
Spelling																	
Mean	3.31	16.52	10.38	11.25	15.72	23.84	19.75	25.44	23.20	19.32	20.70	29.86	13.41	19.59		15.73	18.92
Standard Deviation	6.10	13.46	11.49	11.38	12.39	12.57	10.69	11.00	11.28	12.68	12.63	8.94					
Raven's Progressive Matrices *Mean*	16.84	16.24	17.47	18.36	19.17	18.34	21.64	22.99	21.26	19.44	18.48	20.64	19.07	19.22		18.26	19.06
Standard Deviation	4.39	5.10	5.08	5.08	5.22	4.72	3.99	3.41	3.24	4.65	3.83	5.22					
Coopersmith's Self-Esteem *Mean*	33.50	37.17	35.28	32.86	36.57	36.16	35.92	37.00	37.80	36.06	38.11	37.94	34.58	37.21		35.25	36.53
Standard Deviation	6.97	6.47	7.13	9.58	8.22	7.08	8.37	9.23	10.34	7.00	8.11	5.86					
IARS - Locus Negative																	
Mean	8.16	10.12	9.47	9.63	11.04	10.85	8.61	10.05	10.58	10.10	9.11	11.11	9.12	10.08		9.69	9.69
Standard Deviation	2.91	2.70	2.78	.56	2.42	2.87	3.40	2.84	3.11	2.31	2.67	2.33					
IARS - Locus Positive																	
Mean	13.50	15.67	15.40	14.41	15.87	15.81	15.07	15.97	15.76	15.64	16.04	16.53	14.65	15.89		15.13	15.68
Standard Deviation	3.84	3.55	2.95	3.88	2.13	2.91	3.44	2.75	2.82	2.31	1.72	2.17					
Word Knowledge																	
Mean	9.90	17.88	17.72	17.64	21.59	27.63	27.41	34.84	29.09	26.98	28.56	35.14	20.48	25.72		21.42	24.66
Standard Deviation	6.91	10.78	8.14	10.12	10.73	11.22	11.58	10.50	11.09	11.81	11.76	8.63					
Reading																	
Mean	10.60	14.33	14.00	15.03	16.83	21.40	19.96	26.62	22.53	20.41	19.70	25.08	16.50	19.37		16.94	18.92
Standard Deviation	5.60	7.78	6.29	6.21	8.82	8.72	8.48	8.91	8.96	9.40	8.24	8.19					
Mathematics Computations *Mean*	12.41	15.26	15.23	14.43	14.87	23.37	17.77	22.22	17.36	16.07	18.15	25.69	15.17	17.62		17.7	18.02
Standard Deviation	5.71	7.39	6.25	6.89	6.34	8.78	7.24	8.27	7.22	6.50	7.10	6.40					
Mathematics Concepts																	
Mean	9.63	13.81	12.02	12.68	15.13	19.77	19.42	24.38	18.47	16.07	18.30	26.11	14.45	17.90		15.49	17.38
Standard Deviation	5.71	6.98	5.18	7.38	7.68	8.73	8.47	7.87	7.27	7.90	7.60	7.98					
Mathematics Problem Solving *Mean*	8.91	11.64	9.96	10.15	10.87	15.91	15.46	19.80	14.44	12.77	13.19	21.03	11.82	13.87		12.63	13.96
Standard Deviation	5.03	5.77	4.28	5.30	6.30	8.04	7.71	7.51	6.71	7.18	6.52	7.90					
Language Part A																	
Mean	4.84	7.41	6.57	7.05	8.20	8.31	9.20	10.39	9.33	7.99	7.70	10.53	7.27	8.42		7.37	7.83
Standard Deviation	2.57	3.10	3.10	3.32	3.15	3.01	2.89	2.05	3.63	3.56	3.88	2.88					
Language Part B																	
Mean	6.20	6.71	7.43	7.28	9.59	9.42	10.07	13.85	11.35	10.52	10.22	16.28	8.52	10.09		8.87	9.[illegible]7
Standard Deviation	3.90	4.95	4.39	4.80	7.70	6.86	6.25	8.06	7.75	7.40	5.70	7.77					
BEST MATCH SITE	Jacksonville, FL			New York, NY			Salt Lake City, UT			Portageville, MO							

Table A6-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE TEEM MODEL

	BALTIMORE, MD		LAKEWOOD, NJ		LINCOLN, NB		WICHITA, KS	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian								
Percent								4
Number								1
Black								
Percent	98	100	66	61	16		42	59
Number	97	29	53	33	16		35	16
Oriental								
Percent				2				
Number				1				
Mexican American								
Percent					2			11
Number					2			3
Puerto Rican								
Percent			15	6				
Number			12	3				
Other Spanish Surname *Percent*								4
Number								1
White								
Percent	2		19	32	81	100	58	22
Number	2		15	17	79	97	49	6
Other								
Percent					1			
Number					1			

Table A6-17

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN TEEM MODEL

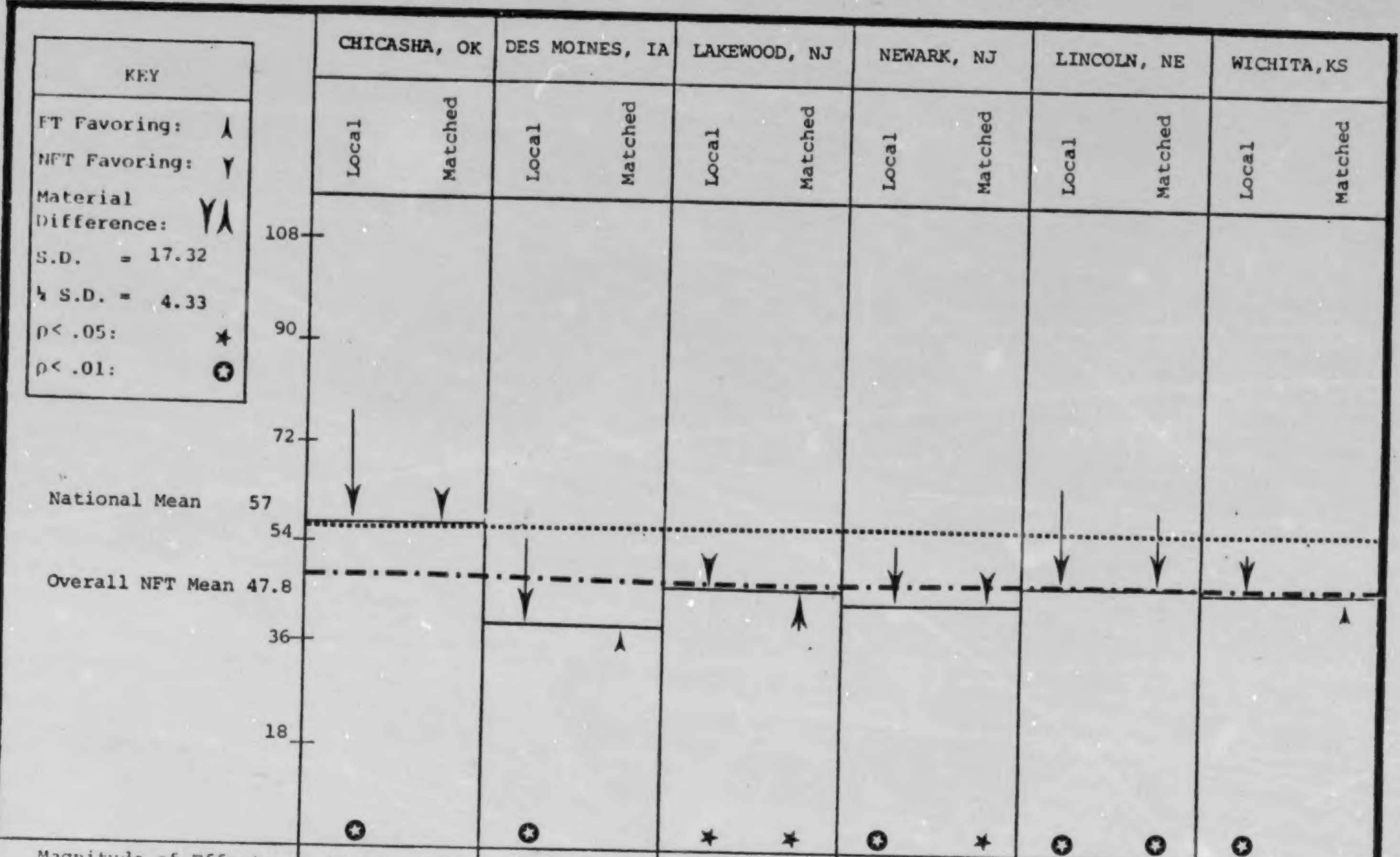
	CHICASHA, OK			DES MOINES, IA			LAKEWOOD, NJ			NEWARK, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Children in Analytic Sample																					
Number	37	68	52	46	13	38	74	45	66	63	42	57	144	62	17	92	36	38	76	44	
Fall Kindergarten WRAT																					
Mean Score	25.8	36.2	23.8	30.1	40.7	31.5	25.8	26.6	26.2	31.2	28.1	31.8	33	36.2	35.4	29.5	40.5	31.5	29.2	34.7	
Percent with Preschool	68	29	29	58	62	51	96	59	67	100	67	94	69	70	18	85	67	51	79	59	
Number Responding	28	59	52	40	13	37	74	44	24	57	42	33	58	33	17	72	36	37			
Children's Ethnicity																					
Percent Black	27	0	23	67	0	45	57	67	68	97	98	91	9	8	6	41	19	45	50	32	
Percent White	73	98	77	30	100	50	12	27	2	0	0	0	86	87	82	48	69	50	42	64	
Percent Other	0	2	0	2	0	5	31	7	30	3	2	9	5	5	12	11	12	5	9	5	
Family Income in Median Dollars	4000	9200	5167	4200	9969	5700	5000	6300	4400	5000	5033	4150	6200	9167	8634	5217	9800	5700	4936	8245	
Number Responding	24	57	52	37	13	35	71	44	11	51	36	13	42	30	15	43	34	35			
Mother's Education																					
Percent High School Graduates	48	84	49	50	85	68	38	54	15	50	47	50	71	72	53	56	80	68	52	70	
Number Responding	23	58	51	36	13	34	69	43	13	50	36	12	41	29	17	43	35	34			
Female Heads of Household																					
Percent	21	0	6	32	8	38	44	39	46	34	62	36	21	10	24	22	11	38	29	22	
Teachers																					
Number	5	7	10	6	1	14	9	2	8	3	8	3	10	5	3	7	7	14	7	5	
Teacher Education																					
Percent B.A. or Less	60	14	80	67	100	21	56	100	38	67	38	33	10	20	100	29	43	21	48	52	
Percent More than B.A.	20	71	10	17	0	14	22	0	38	33	50	0	40	60	0	71	29	14	34	35	
Percent More than M.A.	20	14	10	17	0	64	22	0	25	0	12	67	50	20	0	0	29	64	18	12	
Teaching Experience																					
Total Years	6.6	13.7	13.6	12.8	23.0	9.6	4.8	13.5	9.8	5.0	6.9	6.0	5.3	22.0	9.0	5.1	16.9	9.6	6.6	16	
BEST MATCH SITE	Okaloosa Co., FL			Providence, RI			Philadelphia, PA*			New York, NY**			Tacoma, WA			Providence, RI					

*Lakewood's Best Matched Site is SEDL's Philadelphia NFT group.

**Newark's Best Matched Site is High/Scope's New York NFT group.

Table A6-18

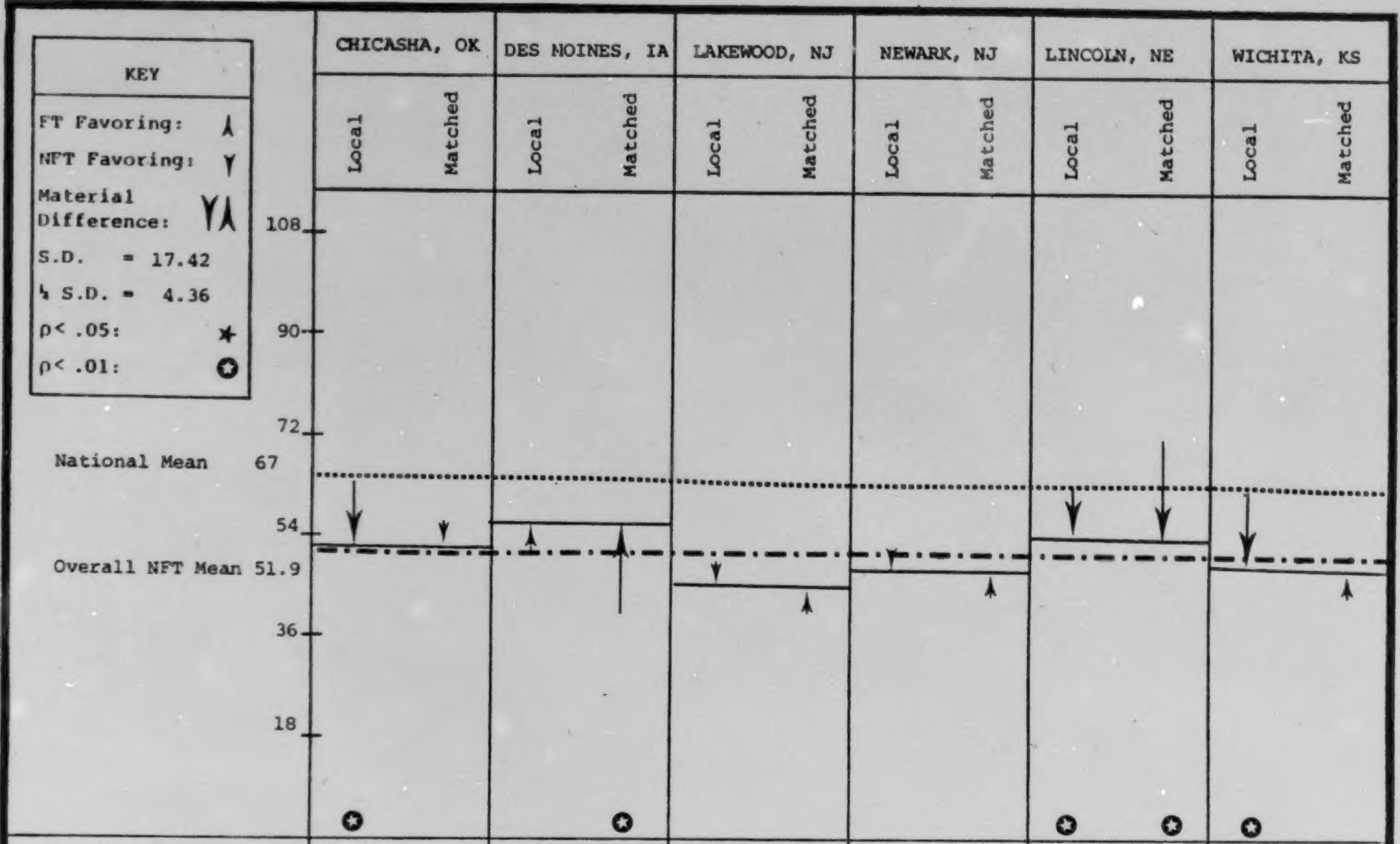
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN TEEM MODEL



	CHICASHA, OK		DES MOINES, IA		LAKEWOOD, NJ		NEWARK, NJ		LINCOLN, NE		WICHITA, KS	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched
	✪		✪		★	★	✪	★	✪	✪	✪	
Magnitude of Effect	-18.02	-4.75	-16.58	2.59	-5.97	8.02	-9.43	-6.43	-16.04	-14.02	-8.72	.99
Standard Error	2.70	4.24	4.02	3.63	2.65	3.96	2.86	3.03	2.19	4.74	2.63	3.65
FT Mean	57.6		40.3		48.0		46.0		47.6		47.2	
No. of FT Children	37		46		74		63		144		92	
Matched NFT Site	Ft. Walton Beach, FL		Providence, I		Philadelphia, PA		New York, NY		Tacoma, WA		Providence, RI	

Table A6-19

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN TEEM MODEL



	CHICASHA, OK Local	CHICASHA, OK Matched	DES MOINES, IA Local	DES MOINES, IA Matched	LAKEWOOD, NJ Local	LAKEWOOD, NJ Matched	NEWARK, NJ Local	NEWARK, NJ Matched	LINCOLN, NE Local	LINCOLN, NE Matched	WICHITA, KS Local	WICHITA, KS Matched
Magnitude of Effect	-10.57	-.63	2.84	16.09	-1.46	2.94	-2.37	3.08	-9.08	-18.30	-12.48	2.13
Standard Error	2.89	3.84	4.18	4.23	2.76	4.05	2.97	2.80	2.28	4.96	2.73	3.74
FT Mean	52.7		57.1		43.4		46.4		54.4		47.8	
No. of FT Children	37		46		74		63		144		92	
Matched NFT Site	Ft. Walton Beach, FL		Providence, RI		Philadelphia, PA		New York , NY		Tacoma, WA		Providence, RI	

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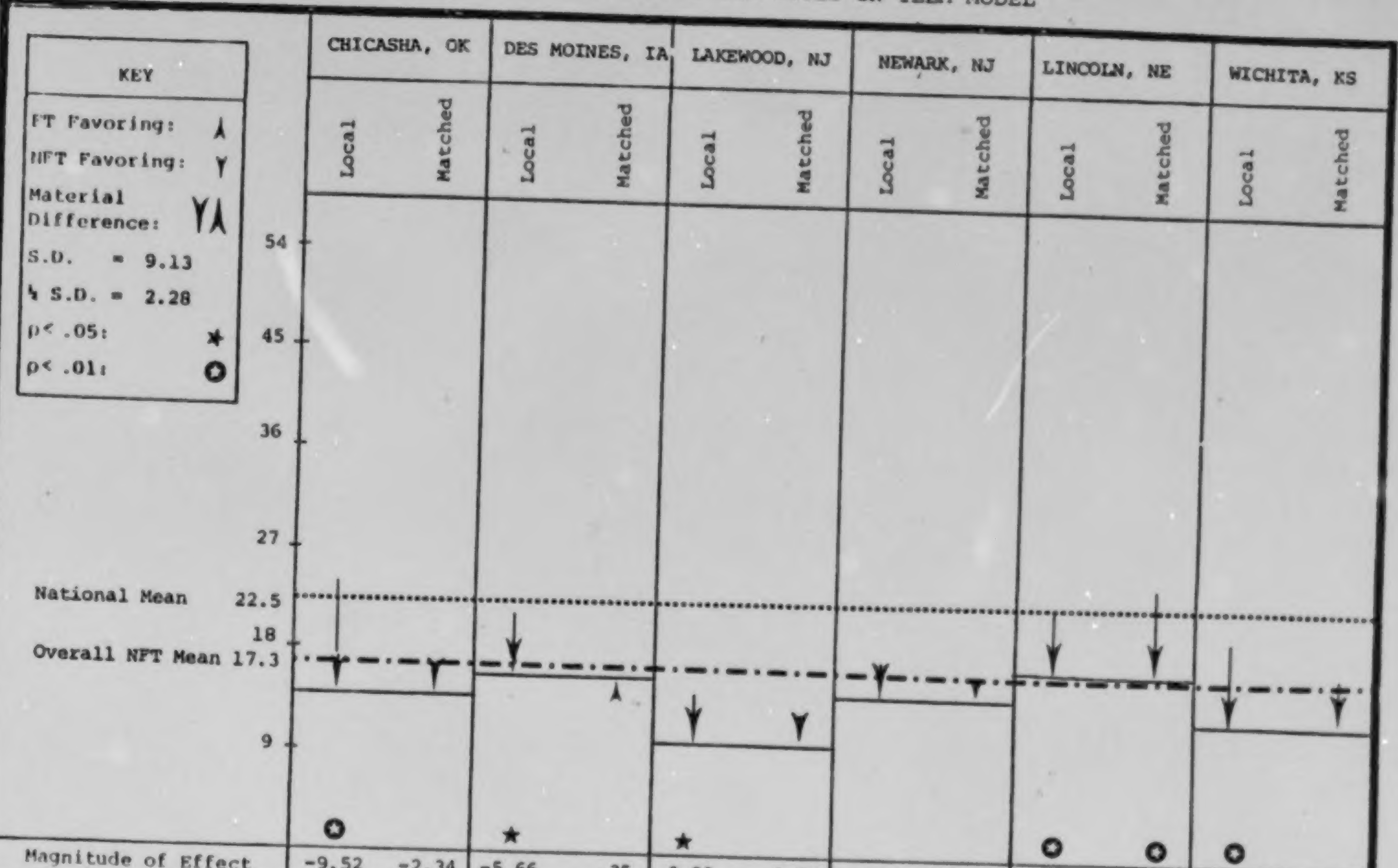
Table A6-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN TEEM MODEL



	CHICASHA, OK		DES MOINES, IA		LAKEWOOD, NJ		NEWARK, NJ		LINCOLN, NE		WICHITA, KS	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched
Magnitude of Effect	-9.52	-2.34	-5.66	.35	-3.82	-2.59	-2.87	-1.49	-5.70	-7.62	-7.23	-3.80
Standard Error	1.79	2.39	2.72	2.51	1.61	2.35	1.53	1.73	1.32	2.36	1.75	2.14
FT Mean	14.8		16.1		10.5		15.7		17.6		13.8	
No. of FT Children	37		46		74		63		144		92	
Matched NFT Site	Ft. Walton Beach, FL		Providence, RI		Philadelphia, PA		New York, NY		Tacoma, WA		Providence, RI	

Table A6-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT III SITES IN TEEM MODEL

	MAT Norm Population	Chicasha, OK		Des Moines, IA		Lakewood, NJ		Newark, NJ		Lincoln, NB		Wichita, KS	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Reading													
Spring Second Grade Median	5.25	46.9	61.6	48.8	57.0	45.6	47.0	46.6	48.8	48.3	56.0	49.7	55.5
Percentile of Median	50.0	22.7	81.2	32.8	70.0	18.4	23.0	21.8	32.8	30.4	66.0	36.8	64.0
Grade Equivalent	2.65	2.2	3.5	2.3	3.0	2.1	2.2	2.1	2.3	2.3	2.9	2.4	2.8
Fall Kindergarten Median	-	17.8	20.8	18.2	24.5	17.5	17.9	20.2	18.9	20.3	23.7	18.9	23.4
Mathematics													
Spring Second Grade Median	57.0	52.2	61.0	54.0	59.0	47.2	46.0	48.8	49.2	51.4	56.5	49.8	58.5
Percentile of Median	50.0	24.8	66.0	34.0	58.0	11.2	10.0	13.6	14.8	21.6	48.0	15.6	56.0
Grade Equivalent	2.85	2.3	3.6	2.4	3.1	2.0	2.3	2.3	2.6	2.5	2.9	2.3	3.4
Fall Kindergarten Median	-	10.2	19.8	16.8	19.1	11.8	14.4	15.7	9.5	16.7	19.4	13.1	19.6
Spelling													
Spring Second Grade Median	56.5	49.2	63.8	50.0	59.7	44.2	49.3	49.4	54.5	52.5	57.0	49.3	62.0
Percentile of Median	50.0	24.8	73.6	28.0	62.8	12.4	25.2	25.6	40.0	35.0	52.0	25.2	70.0
Grade Equivalent	2.85	2.3	3.6	2.4	3.1	2.0	2.3	2.3	2.6	2.5	2.9	2.3	3.4
Fall Kindergarten Median	-	19.2	22.4	20.8	24.7	19.1	18.4	19.8	18.2	21.1	22.3	19.8	25.9

Table A6-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE TEEM MODEL

	CHICASHA, OK			DES MOINES, IA			LAKEWOOD, NJ			NEWARK, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES	
	FT	NFT	Best Local Match	FT	NFT	Best Local Match	FT	NFT	Best Local Match	FT	NFT	Best Local Match	FT	NFT	Best Local Match	FT	NFT	Best Local Match	FT	NFT Best Local Match
Fall Kindergarten WRAT																				
Mean	25.8	36.2	23.8	30.1	40.7	31.5	25.8	26.6	26.2	31.2	28.1	31.8	33.0	36.2	35.4	29.5	40.5	31.5	29.2	34.7
Standard Deviation	13.8	12.3	10.3	15.2	11.8	13.2	12.3	11.6	9.9	12.5	14.1	12.7	13.7	13.5	14.9	12.3	14.7	13.2		
Highest Occupation in Household *Mean*	14.0	16.0	14.5	14.4	16.6	15.7	13.4	14.2	13.3	13.5	14.3	14.0	14.6	14.8	13.9	14.0	15.8	15.7	14.0	15.3
Standard Deviation	2.3	2.3	2.0	2.1	1.6	2.6	1.7	2.2	2.5	1.6	1.7	2.1	1.9	2.5	2.7	1.9	2.8	2.6		
Family Income in Dollars																				
Mean	4966	8214	5754	5251	9745	6105	5296	6402	5491	4947	5239	4985	6347	8156	6996	5863	7855	6105	5445	7602
Standard Deviation	3104	2190	2946	2763	654	3197	2376	3017	2780	2374	2480	2639	2740	2117	2934	2723	2814	3197		
Missing Income Information *No. Missing*	13	11	0	9	0	3	3	1	55	12	6	44	102	32	2	49	2	3		
Valid Cases	24	57	52	37	13	35	71	44	11	51	36	13	42	30	15	43	34	35		
Ethnic Membership/Race																				
Percent White	73	98	77	30	100	50	12	27	2	0	0	0	86	07	82	48	69	50	42	64
Percent Black	27	0	23	67	0	45	57	67	68	97	98	91	9	8	6	41	19	45	50	32
Sex (Percent Male)	35	50	52	46	69	47	45	53	41	54	50	46	47	53	41	50	50	47	46	54
Entry Age in Months																				
Mean	65.5	64.9	63.6	66.9	67.0	62.9	66.4	66.1	62.8	63.5	62.9	63.0	65.0	65.3	65.9	66.9	67.6	62.9	65.7	65.6
Standard Deviation	4.1	3.8	3.5	3.9	3.6	3.2	5.1	3.6	3.2	3.5	3.8	3.5	4.3	3.4	3.3	4.2	3.7	3.2		
Percent with English as First Language	100	100	100	100	100	94	74	100	71	97	98	96	99	97	100	100	100	94	95	99
BEST MATCH SITE	Okaloosa Co., FL			Providence, RI			Philadelphia, PA			New York, NY			Tacoma, WA			Providence, RI				

Table A6-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR CCHORT III CHILDREN IN THE TEEM MODEL

	CHICASHA, OK			DES MOINES, IA			LAKEWOOD, NJ			NEWARK, NJ			LINCOLN, NB			WICHITA, KS			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match				
Spelling																						
Mean	14.8	25.5	16.1	16.1	22.7	18.4	10.5	14.3	14.4	15.7	18.3	16.9	17.6	22.6	23.8	13.8	23.5	18.4	14.8	21.2	16.4	15.8
Standard Deviation	11.1	6.9	9.8	10.3	6.3	9.5	8.8	9.3	9.4	7.8	10.3	10.1	8.8	5.9	7.1	9.6	7.6	9.5				
Total Reading																						
Mean	46.6	69.4	48.8	48.0	70.5	52.3	38.8	42.8	37.0	40.2	48.2	47.9	47.6	62.5	61.8	47.2	63.6	52.3	44.7	59.5	43.2	46.5
Standard Deviation	19.6	14.9	18.8	19.1	9.9	21.0	16.2	18.5	14.6	15.6	15.5	17.8	20.5	16.9	18.7	19.6	17.1	21.0				
Total Mathematics																						
Mean	52.7	72.0	55.5	57.1	67.0	52.4	43.4	44.6	43.3	46.4	47.1	46.5	54.4	64.4	68.4	47.8	70.5	52.4	50.3	60.9	48.3	51.4
Standard Deviation	17.7	17.1	17.9	20.0	26.5	22.3	16.9	19.3	15.3	13.1	15.7	14.3	21.0	18.5	20.2	17.2	17.3	22.3				
BEST MATCH SITE	Okaloosa Co., FL			Providence, RI			Philadelphia, PA*			New York, NY**			Tacoma, WA			Providence, RI						

*Lakewood's Best Matched Site is SEDL's Philadelphia NFT group

**Newark's Best Matched Site is High/Scope's New York NFT group

Table A6-24

ETHNIC DISTRIBUTION **FOR** COHORT III CHILDREN IN THE TEEM MODEL

	CHICASHA, OK		DES MOINES, IA		LAKEWOOD, NJ		NEWARK, NJ		LINCOLN, NE		WICHITA, KS	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian												
Percent									4		1	3
Number									5		1	1
Black												
Percent	27		67		57	67	97	98	9	8	41	19
Number	10		31		42	30	61	41	13	5	38	7
Oriental												
Percent										2		3
Number										1		1
Mexican American												
Percent		2	2						1	3	10	6
Number		1	1						2	2	9	2
Puerto Rican												
Percent					28	7	3	2				
Number					21	3	2	1				
Other Spanish												
Surname *Percent*					3							
Number					2							
White												
Percent	73	98	30	100	12	27			86	87	48	69
Number	27	67	14	13	9	12			114	54	44	25
Other												
Percent												
Number												

Table A6-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE TEEM MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
LANG = First Language
SEX = Sex
OCCUP = Occupation
ENTAGE = Entry Age
NOOCC = Missing Occupation
P0215622 = Income
ETH1 = White vs. Black
ETH2 = White vs. Other
NOINC = Missing Income

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.55265070	.66113225E-01
NOWRAT	-.20361465	3.1992144
LANG	1.5233223	8.1602149
SEX	.68764154E-01	1.6557288
OCCUP	.55746503	.40961095
ENTAGE	-.89512231E-01	.21305527
NOOCC	-1.3203852	5.7133675
P0215622	.22337964E-03	.30905820E-03
ETH1	3.4247740	2.0392257
ETH2	.93216006	3.5342298
NOINC	2.3041643	5.7321758

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.64569816	.59526903E-01
NOWRAT	1.5949993	3.3538857
LANG	.78277428	2.5815579
SEX	-.95123754	1.7412204
OCCUP	.80520499	.43076073
ENTAGE	.19454784	.22931429
NOOCC	-4.5634839	6.0003706
P0215622	.16579695E-03	.32501605E-03
ETH1	3.1953611	2.1434671
ETH2	.34171334	3.7157155
NOINC	1.9049535	6.0281498

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.28160693	.44292183E-01
NOWRAT	-.59287342	2.1365963
LANG	4.7335730	5.4668900
SEX	-2.1935026	1.1092442
OCCUP	.21264425E-01	.27441655
ENTAGE	-.71840319E-01	.14408490
NOOCC	-.38210439	3.4276385
P0215622	.76591637E-04	.20745180E-03
ETH1	.87039397	1.3654978
ETH2	.53405860	2.3677373
NOINC	-.20183629	3.8402389

MAT Language

VARIABLE	B	STD ERROR B
FKW	.25643026	.30700964E-01
NOWRAT	-.43746191	1.4809739
LANG	-2.2984260	3.7893547
SEX	-.90597322	.76886991
OCCUP	.28591560	.19021082
ENTAGE	-.70992735E-01	.10125821
NOOCC	-2.3664250	2.6531135
P0215622	.78589195E-04	.14351719E-03
ETH1	1.1708411	.94648981
ETH2	.70222456	1.6411884
NOINC	1.5922753	2.6618475

Raven's

VARIABLE	B	STD ERROR B
FKW	.13750508	.17240569E-01
NOWRAT	.83153534	.83166221
LANG	-4.0272469	2.1279668
SEX	.37137717	.43176998
OCCUP	.74473554E-01	.10681563
ENTAGE	.34231175E-01	.56803008E-01
NOOCC	-1.9798435	1.4878942
P0215622	-.20509894E-04	.80594149E-04
ETH1	1.3771668	.53131500
ETH2	.15866415	.92153303
NOINC	1.3446079	1.4947988

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.14981493	.33698607E-01
NOWRAT	-.11946759	1.0255742
LANG	-5.9599329	4.1593474
SEX	-1.5664525	.84394239
OCCUP	-.86924574E-02	.20878301
ENTAGE	-.13749760E-01	.11114506
NOOCC	-2.3098463	2.9121634
P0215622	-.75071434E-04	.15753022E-03
ETH1	1.4072004	1.0399051
ETH2	1.1248314	1.8014341
NOINC	2.1988428	2.9217503

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.45344479E-01	.13551835E-01
NOWRAT	-.27510797E-01	.65372255
LANG	-2.1828843	1.6726741
SEX	-.48373709	.33938993
OCCUP	.29637704E-01	.83951716E-01
ENTAGE	-.14940327E-01	.44676789E-01
NOOCC	-1.1458105	1.1711214
P0215622	.18752482E-04	.63320495E-04
ETH1	.19631232	.41779383
ETH2	-.53443678	.72444352
NOINC	.87544602	1.1749747

Table A6-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FRW	.35497312E-01	.11956028E-01
NOWRAT	.45726011	.57674296
LANG	-.72383293	1.4757071
SEX	-.28687364E-01	.24942481
OCCUP	-.29303948E-01	.74074741E-01
ENTAGE	.29777568E-01	.39433485E-01
NUOCC	-1.6301514	1.0332151
P0215622	.54614174E-04	.55870610E-04
ETH1	.25357500E-01	.36859620
ETH2	-.17783403	.63913612
NUINC	1.5929107	1.0365144

MAT Reading

VARIABLE	B	STD ERROR B
FRW	.22922369	.30827883E-01
NOWRAT	.12550357	1.4870963
LANG	-.17819509	3.3050201
SEX	.25509550E-01	.77264846
OCCUP	.30251015	.19099717
ENTAGE	-.46360583E-01	.10157822
NUOCC	-.44302930	2.6640817
P0215622	.11314843E-03	.14411050E-03
ETH1	1.0953532	.95040265
ETH2	.74262358	1.6479732
NUINC	1.0163163	2.6728517

MAT Math Computations

VARIABLE	B	STD ERROR B
FRW	.21831391	.26330066E-01
NOWRAT	.64583753	1.2701275
LANG	-.59228713	3.2498641
SEX	-.41406061	.65940586
OCCUP	.30076551	.16313050
ENTAGE	.97404703E-01	.86842073E-01
NUOCC	-1.0631105	2.2753896
P0215622	.24535376E-04	.12308444E-03
ETH1	1.1901015	.81173800
ETH2	-.29262753	1.4075323
NUINC	-.15002443E-01	2.2828801

MAT Language Part A

VARIABLE	B	STD ERROR B
FRW	.83481700E-01	.12232941E-01
NOWRAT	-.13693585	.59010088
LANG	-.93900004	1.5098859
SEX	-.35624932	.30635977
OCCUP	.30933346E-01	.75790383E-01
ENTAGE	.28287231E-04	.40346802E-01
NUOCC	-.49950458	1.0571454
P0215622	.12947991E-05	.57155089E-04
ETH1	.25490692	.37713324
ETH2	.58440170	.65393912
NUINC	.66077485	1.0606254

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FRW	.32342701	.37525235E-01
NOWRAT	-.32911941	1.7006450
LANG	1.7020074	4.4785157
SEX	.33274604E-01	.98986351
OCCUP	.25495489	.20468246
ENTAGE	-.43151548E-01	.13036250
NUOCC	-.87735590	3.4136887
P0215622	.11021121E-03	.18476784E-03
ETH1	2.3294208	1.2185341
ETH2	.18953648	2.1129095
NUINC	1.2878479	3.4209330

MAT Math Concepts

VARIABLE	B	STD ERROR B
FRW	.23830844	.28059223E-01
NOWRAT	.95694661	1.3535398
LANG	-.56053078	3.4642903
SEX	-.12914495	.70271069
OCCUP	.22910296	.17384366
ENTAGE	.40220837E-01	.92545196E-01
NUOCC	-.94557038	2.4248198
P0215622	.96051066E-04	.13116790E-03
ETH1	.92126823	.86504675
ETH2	.97565339	1.4949683
NUINC	.22508809	2.4328022

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FRW	.18906580	.25330891E-01
NOWRAT	-.17504795E-01	1.2219296
LANG	1.9356122	3.1205381
SEX	-.40803197	.63434269
OCCUP	.27533653	.15474001
ENTAGE	.56832246E-01	.83546586E-01
NUOCC	-2.5548031	2.1890430
P0215622	.45144510E-04	.11841382E-03
ETH1	1.3044914	.73073413
ETH2	-.34130752	1.3541197
NUINC	1.6948678	2.1902492

MAT Language Part B

VARIABLE	B	STD ERROR B
FRW	.18294956	.24736144E-01
NOWRAT	-.25052606	1.1932388
LANG	-1.3594260	3.0531297
SEX	-.14952389	.61948794
OCCUP	.19469225	.15325520
ENTAGE	-.71021023E-01	.51534985E-01
NUOCC	-1.8663213	2.1376442
P0215622	.77304395E-04	.11563357E-03
ETH1	.91603423	.75259947
ETH2	.11782286	1.3223257
NUINC	.93150044	2.1446832

Table A7-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES FOR COHORT III SITES IN BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best^{d} Match
Teacher Centeredness	42.1	54.9	42.1	53.8	56.5	42.1	42.1	44.7	53.3	47.2	51.7	56.5	46.3	52.0	
Number	4	1	3	6	4	3	3	5	4	5	6	2			
Local Mean Difference		→ 12.8			→ 2.7			→ 2.6			→ 4.5			→ 5.7	
Best Match Mean Difference				11.7 ←					→ 11.2			→ 9.3			
Flexible Classroom	61.7	48.9	42.6	48.9	47.5	52.5	58.8	47.8	38.7	59.1	49.3	44.8	57.1	48.4	
Number	4	1	3	5	4	3	3	5	4	5	6	2			
Local Mean Difference	12.8 ←						11.0 ←			9.8 ←			8.7 ←		
Best Match Mean Difference	19.1 ←					→ 3.6	20.1 ←			14.3 ←					
Individualization	56.5	39.4	41.5	49.4	40.2	47.7	59.1	46.3	44.9	58.7	54.4	55.0	55.9	45.1	
Number	4	1	3	5	4	3	3	5	4	5	6	2			
Local Mean Difference	17.1 ←			9.2 ←			12.8 ←			4.3 ←			10.8 ←		
Best Match Mean Difference	15.0 ←						14.2 ←			3.7 ←					
Academic (vs. Emotional) Emphasis	45.7	63.3	43.9	51.6	43.2	42.9	43.9	50.0	52.9	50.5	52.7	52.2	47.9	52.3	
Number	3	1	3	5	4	3	2	5	4	5	6	2			
Local Mean Difference		→ 17.6		8.4 ←				→ 6.1						→ 4.4	
Best Match Mean Difference				8.7 ←					→ 9.0						
Satisfaction with Sponsor	58.1			44.3			57.8			46.5			51.7		
Number	4			5			2			5					
Local Mean Difference															
Best Match Mean Difference															
BEST MATCH SITE	New York, NY*			St. Louis, MO			Denver, CO			Lakewood, NJ					

*New York's Best Matched Site is Oregon's New York NFT group.

Table A7-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Years in School																					
Mean	4.8	7.2		6.9	6.3	6.8	3.7	15.8	5.8	2.2	4.2	11.8	4.7	9.7		7.0	8.0	6.4	4.9	6.1	
Standard Deviation	2.8	5.6		4.3	6.1	6.7	.6	8.8	4.2	.8	3.8	8.8	1.2	8.5		5.7	6.6	10.1			
Number	5	22		7	30	5	3	4	6	5	6	5	3	9		9	22	22			
Years in Model																					
Mean	2.4			3.1			3.3			3.0			4.7			2.9			3.2		
Standard Deviation	.5			.9			1.2			.7			1.2			1.4					
Number	5			7			3			5			3			9					
Age in Years																					
Mean	26.8	36.5		35.1	35.4	37.4	46.0	52.8	39.8	25.6	30.3	43.2	31.7	37.4		34.7	36.4	40.2	33.3	34.1	
Standard Deviation	2.4	12.3		13.2	10.9	12.9	4.6	4.2	9.8	1.1	7.5	14.4	1.5	11.3		11.3	9.5	12.5			
Number	5	21		7	30	5	3	4	6	5	6	5	3	9		9	21	22			
Teacher Ethnicity																					
Percent White	80	62		33	55	20	100	100	100	100	83	60	77	78		22	14	62	67	65	
Percent Black	20	24		67	41	80	0	0	0	0	17	40	33	22		78	77	38	33	30	
Percent Spanish Surname	0	10		0	3	0	0	0	0	0	0	0	0	0		0	0	0	0	2	
Percent Other	0	5		0	0	0	0	0	0	0	0	0	0	0		0	9	0	0	2	
Number	5	21		6	29	5	3	4	6	5	6	5	3	9		9	22	21			
Teacher Certification																					
Percent None	0	0		0	17	0	0	0	0	0	0	0	0	0		0	0	0	0	3	
Percent Temporary	20	5		43	77	0	0	0	0	0	0	0	0	33		0	0	0	[illegible]	[illegible]	
Percent Renewable/Permanent	80	90		57	3	100	100	100	83	100	100	80	100	57		100	100	100	[illegible]	77	
Percent Other	0	5		0	3	0	0	0	17	0	0	30	0	0		0	0	0	0	1	
Number	5	21		7	30	5	3	4	6	5	6	5	3	9		9	22	22			
BEST MATCH SITE	Local			Detroit, MI			Duluth, MN			**Ravenswood, CA**			Local			Jacksonville, FL					

Table A7-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			SPONSOR'S SITES	
	FT	**NFT**		**FT**	**NFT**		**FT**	**NFT**		**FT**	**NFT**		FT	NFT
		Local	**Best Match**		**Local**	**Best Match**		**Local**	**Best Match**		**Local**	**Best Match**		
Years in School														
Mean	5.5	19.0	7.0	10.0	3.5	16.3	3.7	16.2	7.2	3.8	4.8	4.5	5.8	10.9
Standard Deviation	4.7	0	5.0	11.3	2.6	11.7	.6	11.2	5.6	3.8	4.2	3.5	5.1	4.5
Number	4	1	3	6	4	3	3	5	4	5	6	2		
Years in Model														
Mean	3.0			3.0			3.3			2.0			2.8	
Standard Deviation	1.4			.6			.6			1.9			1.1	
Number	4			6			3			5				
Age in Years														
Mean	29.2	40.0	36.0	43.2	29.2	37.5	32.3	53.4	34.5	29.0	32.7	40.5	33.4	38.8
Standard Deviation	3.9	0	13.2	14.3	3.3	12.0	3.1	8.3	9.1	7.2	14.4	.7	7.1	6.5
Number	4	1	3	6	4	2	3	5	4	5	6	2		
Teacher Ethnicity														
Percent White	0	0	100	17	75	0	100	100	75	100	100	50	54	69
Percent Black	100	100	0	83	0	100	0	0	25	0	0	50	46	25
Percent Spanish Surname	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent Other	0	0	0	0	25	0	0	0	0	0	0	0	0	6
Number	4	1	2	6	4	3	3	5	4	5	6	2		
Teacher Certification														
Percent None	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent Temporary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent Renewable/Permanent	100	100	100	83	100	100	100	100	100	100	100	100	96	100
Percent Other	0	0	0	17	0	0	0	0	0	0	0	0	4	0
Number	4	1	3	6	4	3	3	5	4	5	6	2		
BEST MATCH SITE	New York, NY*			St. Louis, MO			Denver, CO			Lakewood, NJ				

***New York's Best Matched Site is Oregon's NFT New York NFT group.**

Table A7-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974) FOR COHORT II SITES IN BANK STREET MODEL

	NEW YORK, NY		PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY		WILMINGTON, DE			SPONSOR'S SITES		
	FT	NFT Local Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	49.8	51.2	47.1	55.1	55.9	41.1	44.5	46.9	49.1	45.3	53.0	41.1	53.5	44.9	52.6	51.0	45.5	50.4	
Number	6	21	7	30	3	3	4	6	5	6	5	3	9	8	22	20			
Local Mean Difference				→ 8.0			→ 3.8		3.8 ←				→ 12.4		→ 7.7			→ 4.9	
Best Match Mean Difference					→ 8.8			→ 5.6			→ 3.9		→ 12.4			→ 6.1			
Flexible Classroom	52.6	41.8	50.4	44.0	47.1	59.7	46.2	49.8	54.3	51.1	51.0	57.0	50.6	51.6	52.8	48.7	54.3	47.8	
Number	5	20	7	30	3	3	4	6	5	6	5	3	8	8	22	20			
Local Mean Difference	10.8 ←		6.4 ←			13.5 ←			3.2 ←			6.4 ←					6.5 ←		
Best Match Mean Difference	10.8 ←		3.3 ←			9.9 ←			3.3 ←			6.4 ←		2.9 ←					
Individualization	56.2	39.4	53.2	44.4	41.0	55.0	48.8	46.7	53.1	50.3	52.5	56.0	47.0	47.0	49.6	50.5	53.4	46.6	
Number	5	20	7	30	4	3	4	6	5	6	5	3	9	7	23	20			
Local Mean Difference	16.8 ←		9.1 ←			6.2 ←			2.8 ←			9.0 ←			→ 2.6		6.8 ←		
Best Match Mean Difference	16.8 ←		12.0 ←			8.3 ←						9.0 ←				→ 3.5			
Academic (vs. Emotional) Emphasis	51.6	50.2	54.5	55.1	57.8	53.1	44.6	50.8	43.9	48.5	46.1	48.0	50.8	44.6	45.8	48.8	49.3	49.2	
Number	5	21	6	30	4	3	4	6	5	6	5	2	8	8	20	21			
Local Mean Difference						8.5 ←				→ 4.7			→ 2.8						
Best Match Mean Difference					→ 3.3								→ 2.8			→ 4.2			
Satisfaction with Sponsor	50.0		44.7			56.0			51.3			47.9		43.0			48.8		
Number	5		7			3			5			3		8					
Local Mean Difference																			
Best Match Mean Difference																			
BEST MATCH SITE	Local		Detroit, MI			Duluth, MN			Ravenswood, CA			Local		Jacksonville, FL					

Table A7-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) ON COHORT II SITES IN BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			WILMINGTON, DE			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School Helped Child	52.0	47.4		48.9	45.7	50.0	52.5	51.9	48.4	54.7	51.9	45.9	47.0	50.0	48.1	51.0	49.4	
Number	54	86		26	20	23	12	15	47	30	29	20	23	28	46	145	178	
Local Mean Difference	4.6 ←			3.2 ←						2.8 ←				→ 3.0				
Best Match Mean Difference	4.6 ←						4.1 ←			8.8 ←								
School Helped Parent Understand	53.3	47.6		56.8	47.3	53.0	50.8	48.2	46.2	51.3	45.7	44.4	52.3	49.0	45.3	52.9	47.6	
Number	55	87		26	20	22	12	16	47	30	30	19	23	28	45	146	181	
Local Mean Difference	5.7 ←			9.5 ←			2.6 ←			5.6 ←			3.3 ←			5.3 ←		
Best Match Mean Difference	5.7 ←			3.8 ←			4.6 ←			6.9 ←			7.0 ←					
Child's Progress in School	52.4	50.7		47.5	50.0	50.8	55.1	47.5	50.3	48.1	50.8	48.0	45.6	48.9	49.4	49.7	49.6	
Number	54	87		26	21	23	12	15	46	30	27	19	22	28	46	144	178	
Local Mean Difference					→ 2.5		7.6 ←				→ 2.7			→ 3.3				
Best Match Mean Difference						→ 3.3	4.8 ←								→ 3.8			
PAC Involvement	49.4	47.4		51.4	42.1	47.4	52.4	39.4	41.2	54.9	46.3	46.7	54.4	45.0	46.9	52.5	44.0	
Number	39	20		20	9	12	11	6	14	18	7	12	18	10	15	106	52	
Local Mean Difference				9.3 ←			13.0 ←			8.6 ←			9.4 ←			8.0 ←		
Best Match Mean Difference				4.0 ←			11.2 ←			8.2 ←			7.5 ←					
Child's Emotional Adjustment	53.7	50.0		53.9	48.5	48.4	48.7	48.3	46.5	51.3	50.9	51.1	50.4	49.9	55.2	51.6	49.5	
Number	56	88		26	21	23	12	16	47	30	30	20	23	28	45	147	183	
Local Mean Difference	3.7 ←			5.4 ←														
Best Match Mean Difference	3.7 ←			5.5 ←											→ 4.8			
Parent Visits to School	52.5	48.8		51.3	48.1	49.2	48.0	47.1	46.5	55.0	47.1	48.6	51.8	47.4	47.1	51.7	47.7	
Number	49	77		24	20	16	12	15	43	20	21	16	16	19	23	121	152	
Local Mean Difference	3.7 ←			3.2 ←						7.9 ←			4.4 ←			4.0 ←		
Best Match Mean Difference	3.7 ←									6.4 ←			4.7 ←					
Parent Child Interaction	54.9	53.4		51.4	49.9	51.3	48.2	43.4	45.3	44.3	42.3	45.4	50.7	50.9	53.9	49.9	48.0	
Number	46	72		19	18	17	8	12	27	15	15	13	16	16	38	104	133	
Local Mean Difference							4.8 ←											
Best Match Mean Difference							2.9 ←								→ 3.2			
Parent Locus	50.9	49.6		50.2	51.2	48.2	55.9	56.1	54.5	46.0	45.0	51.1	46.2	47.4	50.7	49.8	49.9	
Number	53	86		26	20	23	12	16	43	27	25	20	23	27	45	141	174	
Local Mean Difference																		
Best Match Mean Difference												→ 5.1			→ 4.5			
BEST MATCH SITE	Local			Detroit, MI			Duluth, MN			Ravenswood, CA			Jacksonville, IL					

Table A7-5 (Continued)

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974)
FOR COHORT II SITES IN BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			WILMINGTON, DE			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School's Receptivity	53.5	49.2		50.4	48.5	50.5	53.5	54.9	53.5	51.6	48.5	47.5	46.4	47.4	46.2	51.1	49.7	
Number	53	83		26	21	23	12	16	43	26	26	18	23	28	45	140	174	
Local Mean Difference	1.3 ←									3.1 ←								
Best Match Mean Difference	4.3 ←									4.1 ←								
Talks with Teacher	51.9	47.8		50.2	52.2	49.0	55.1	57.2	51.5	44.2	46.3	54.7	45.9	51.4	46.0	49.5	51.0	
Number	51	77		24	20	16	12	15	43	21	21	16	16	19	23	124	152	
Local Mean Difference	4.1 ←													→ 5.5				
Best Match Mean Difference	4.1 ←						3.6 ←					→ 10.5						
School Helped Parent Personally	50.4	47.4		56.4	48.2	53.4	56.3	45.4	45.0	49.0	44.1	47.4	51.7	47.7	47.5	52.8	46.6	
Number	56	87		26	20	23	12	16	48	30	30	20	23	28	46	147	181	
Local Mean Difference	3.0 ←			8.2 ←			10.9 ←			4.9 ←			4.0 ←			6.2 ←		
Best Match Mean Difference	3.0 ←			3.0 ←			11.3 ←						4.2 ←					
Satisfaction with Teacher	49.8	48.3		49.4	48.6	48.6	56.5	55.6	48.4	51.2	54.9	48.6	49.7	48.5	48.5	51.3	51.2	
Number	50	82		24	21	22	12	13	48	28	29	19	14	27	38	128	172	
Local Mean Difference											→ 3.7							
Best Match Mean Difference							8.1 ←			2.6 ←								
BEST MATCH SITE	Local			Detroit, MI			Duluth, MN			Ravenswood, CA			Jacksonville, IL					

Figure A7-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN BANK STREET MODEL HIGHLIGHTED

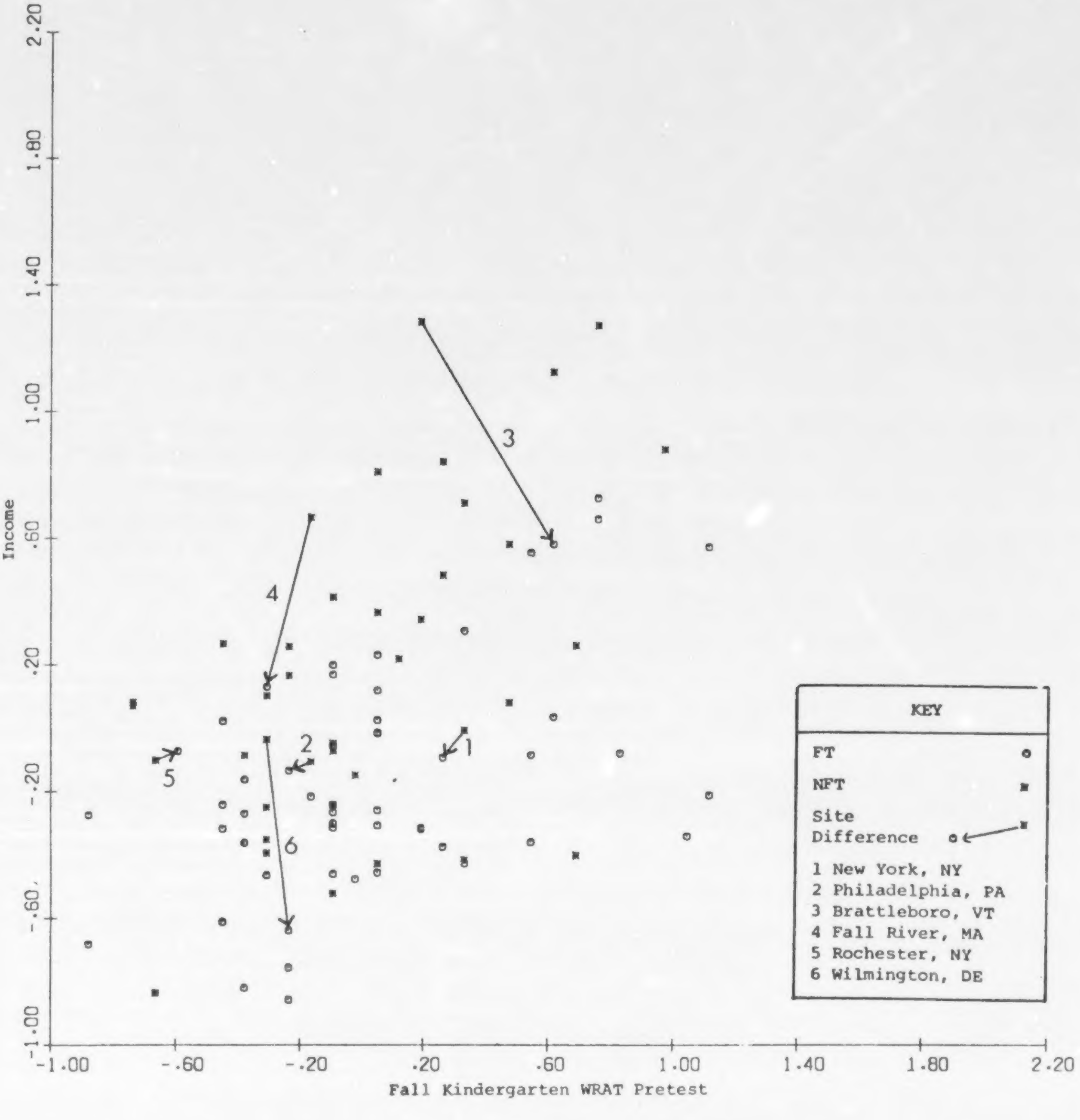


Figure A7-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN BANK STREET MODEL HIGHLIGHTED

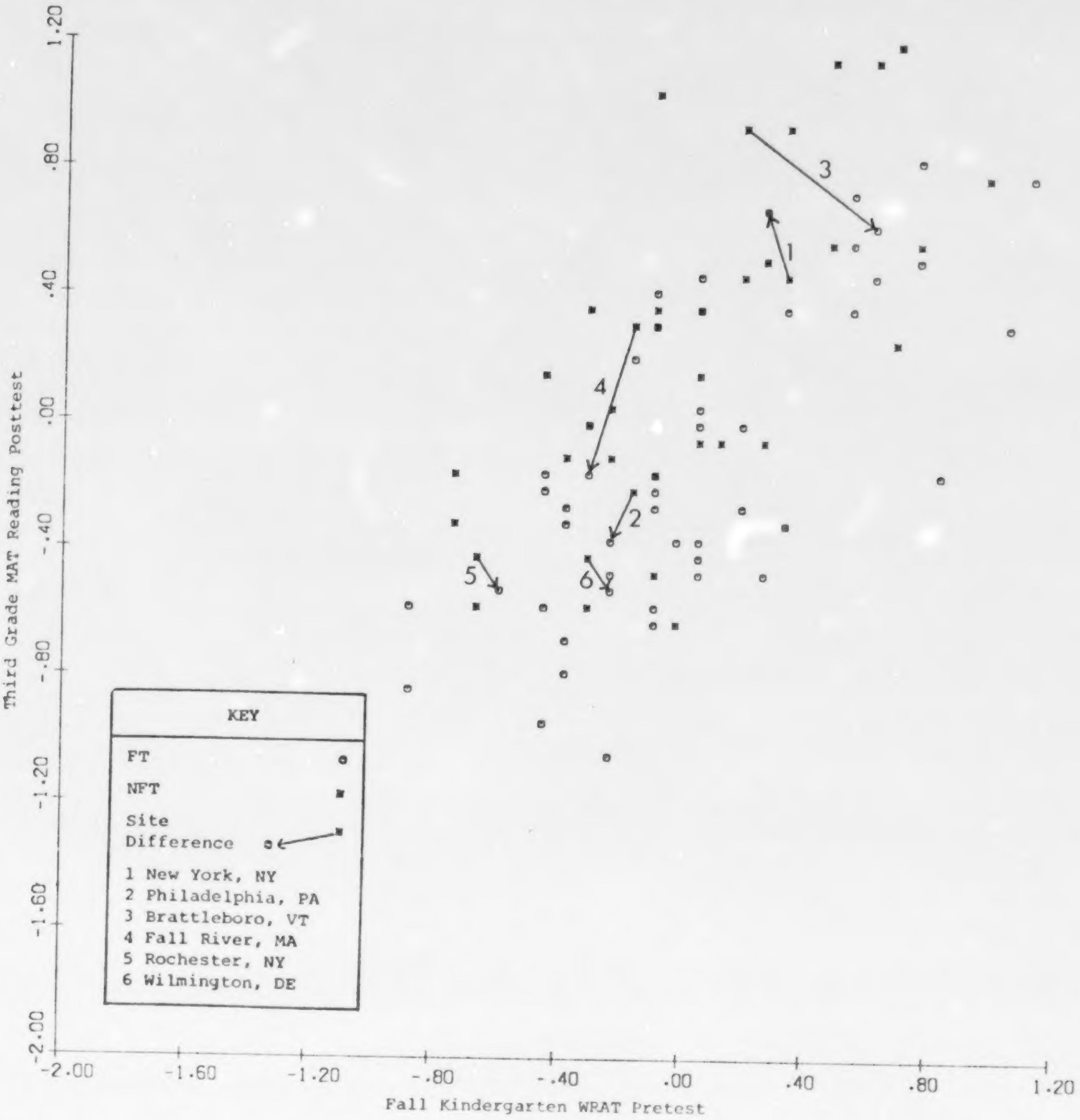
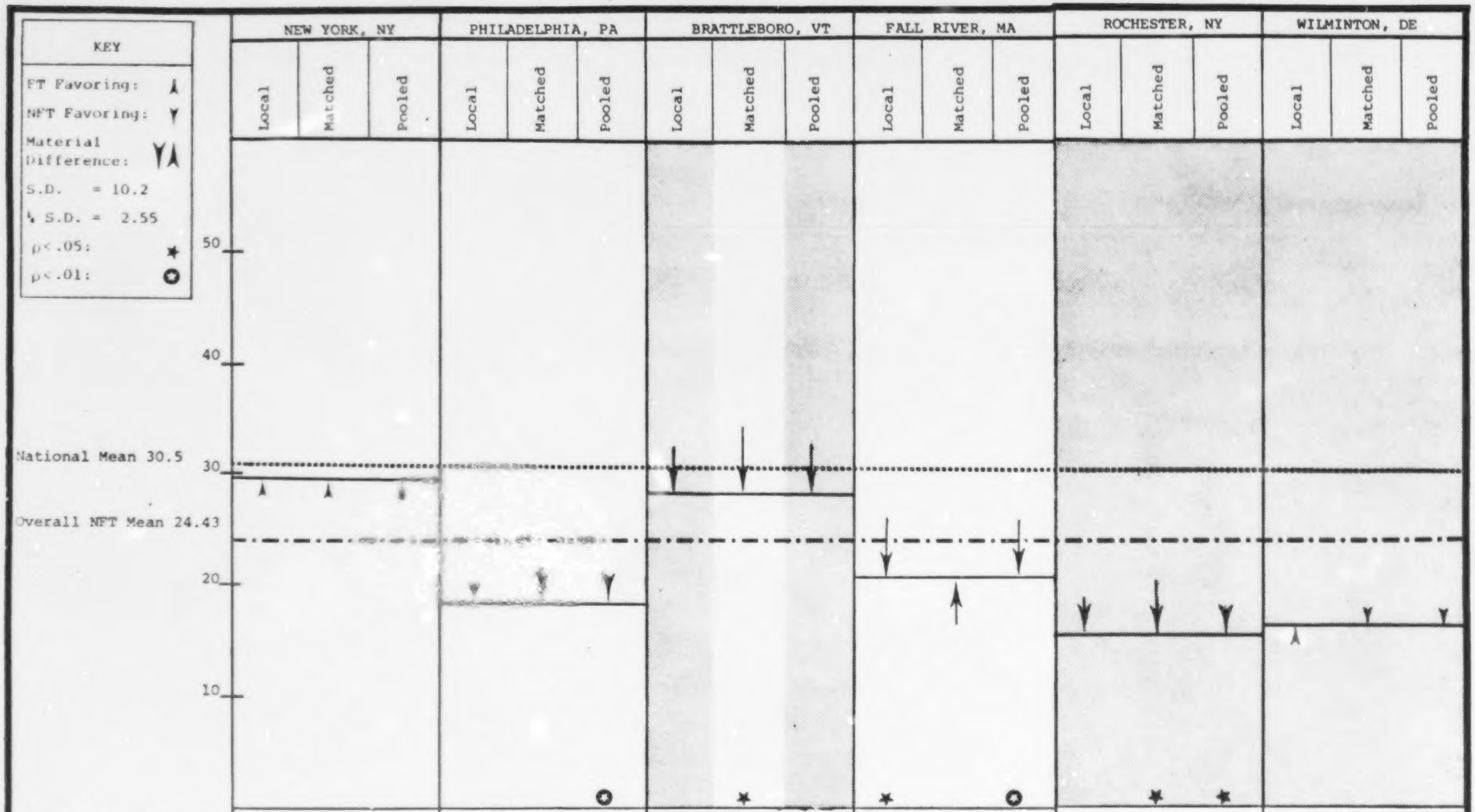


Table A7-6

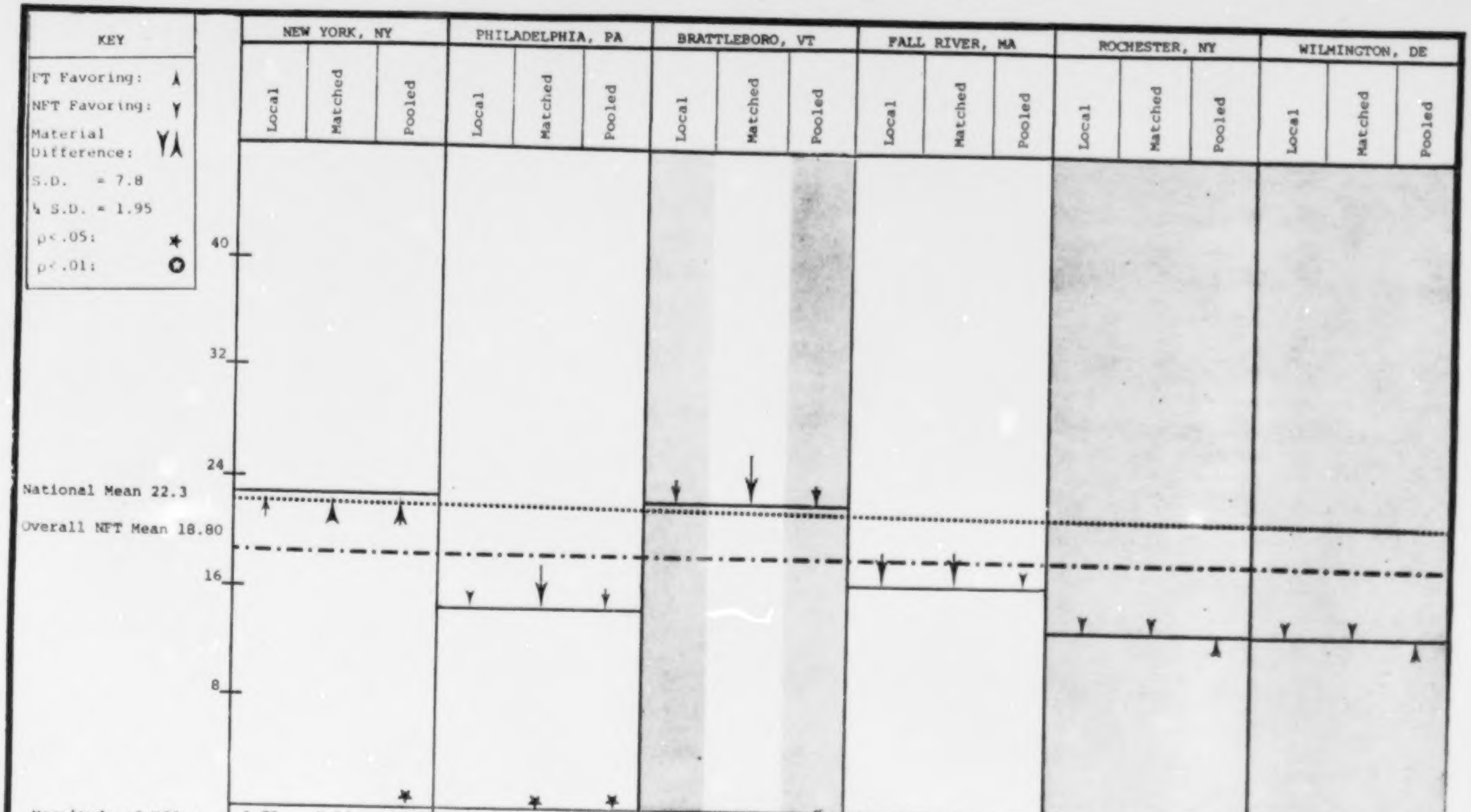
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.74	2.34	1.41	-1.02	-3.42	-2.94	-4.32	-5.95	-4.43	-5.40	3.85	-4.55	-3.12	-4.48	-2.66	.18	-1.07	-.54
Standard Error	1.63	1.41	1.04	1.74	2.10	1.00	3.46	2.30	2.72	2.55	6.01	1.51	3.01	2.00	1.14	1.69	1.21	.60
FT Mean	29.65			18.56			28.90			20.62			16.27			16.55		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		
							PS FKW		FKW				PS	PS	PS FKW	PS	PS	PS

Table A7-7

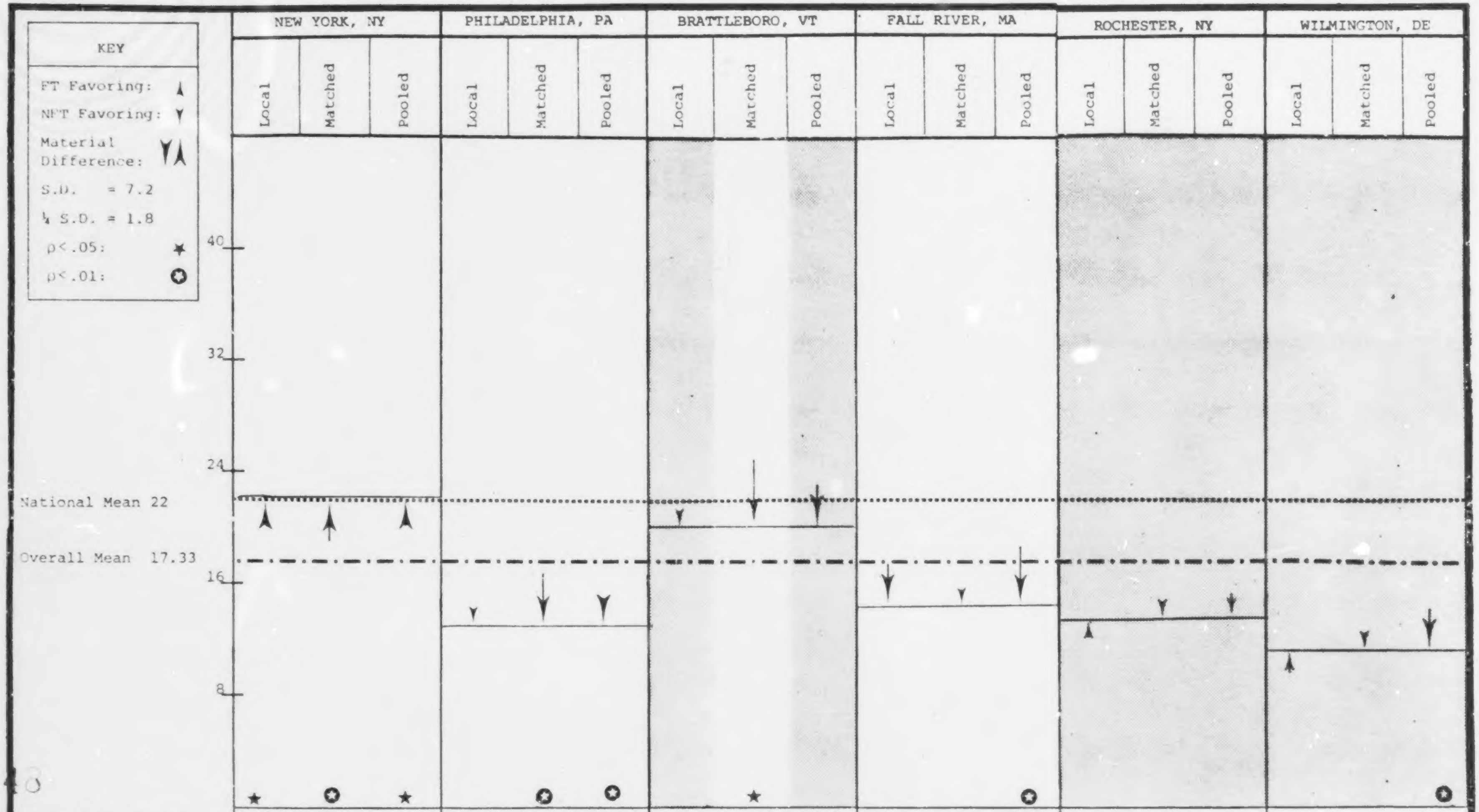
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.79	2.14	2.35	-.48	-3.35	-1.64	-1.78	-3.68	-1.44	-2.51	-2.60	-1.18	-.30	-.63	.72	-.28	-.68	.55
Standard Error	1.18	1.12	.89	1.26	1.48	.69	2.51	2.04	2.03	1.85	4.09	1.19	2.18	1.47	1.06	1.49	.90	.46
FT Mean	22.90			14.54			22.65			16.28			13.77			13.67		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		
							PS FKW		FKW				PS	PS	PS FKW	PS	PS	PS

Table 7-8

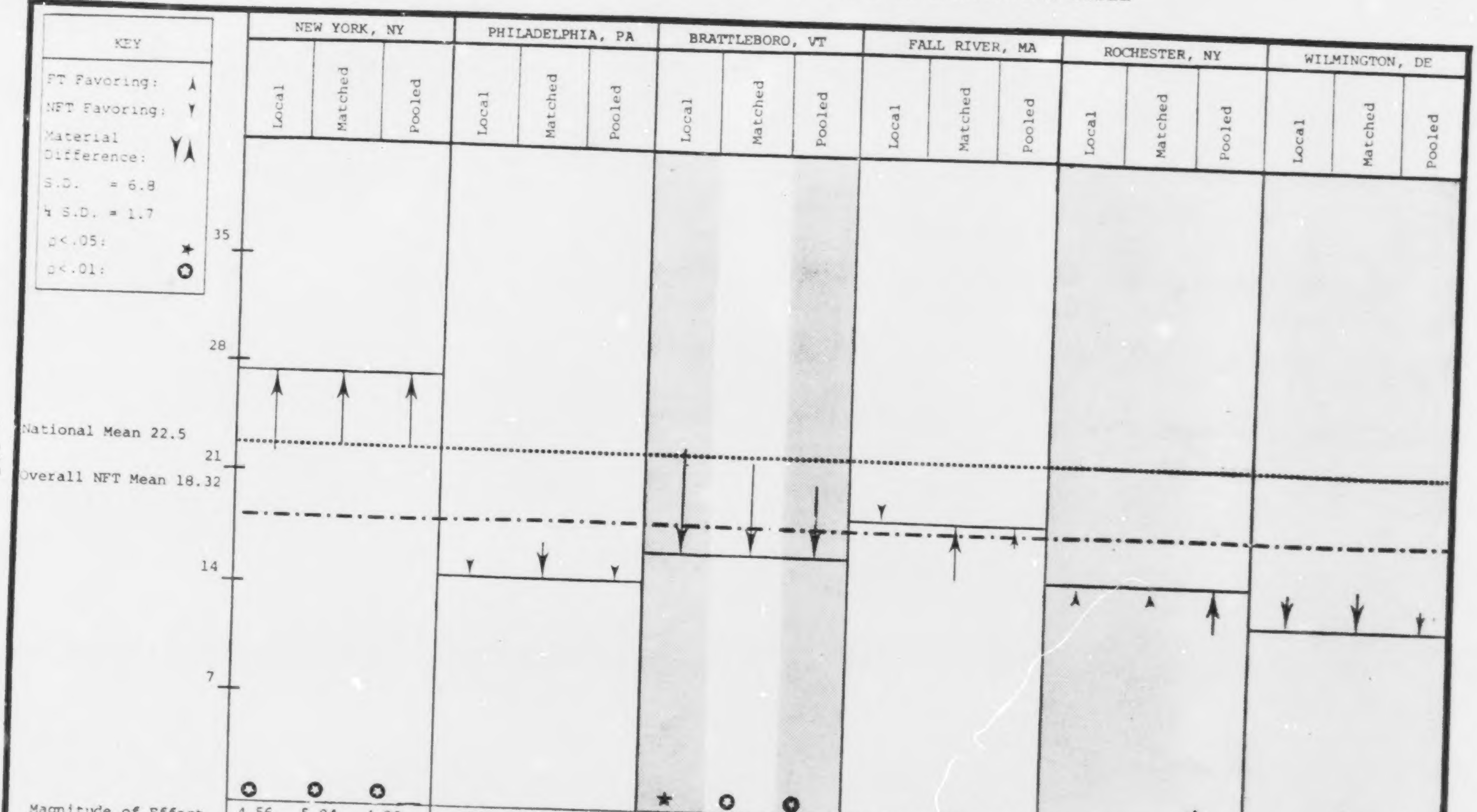
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	2.69	3.09	1.98	-.77	-5.45	-2.70	-.50	-4.21	-3.02	-2.84	-.63	-4.53	.09	-.77	-1.29	1.19	-.82	-3.2
Standard Error	1.21	1.09	.87	1.29	1.33	.67	2.56	1.63	1.54	1.89	3.67	.99	2.22	1.45	.78	1.24	.95	.52
FT Mean	22.08			13.84			20.70			14.62			13.85			10.74		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			**Ravenswood, CA**			Local			Jacksonville, FL		

Table A7-9

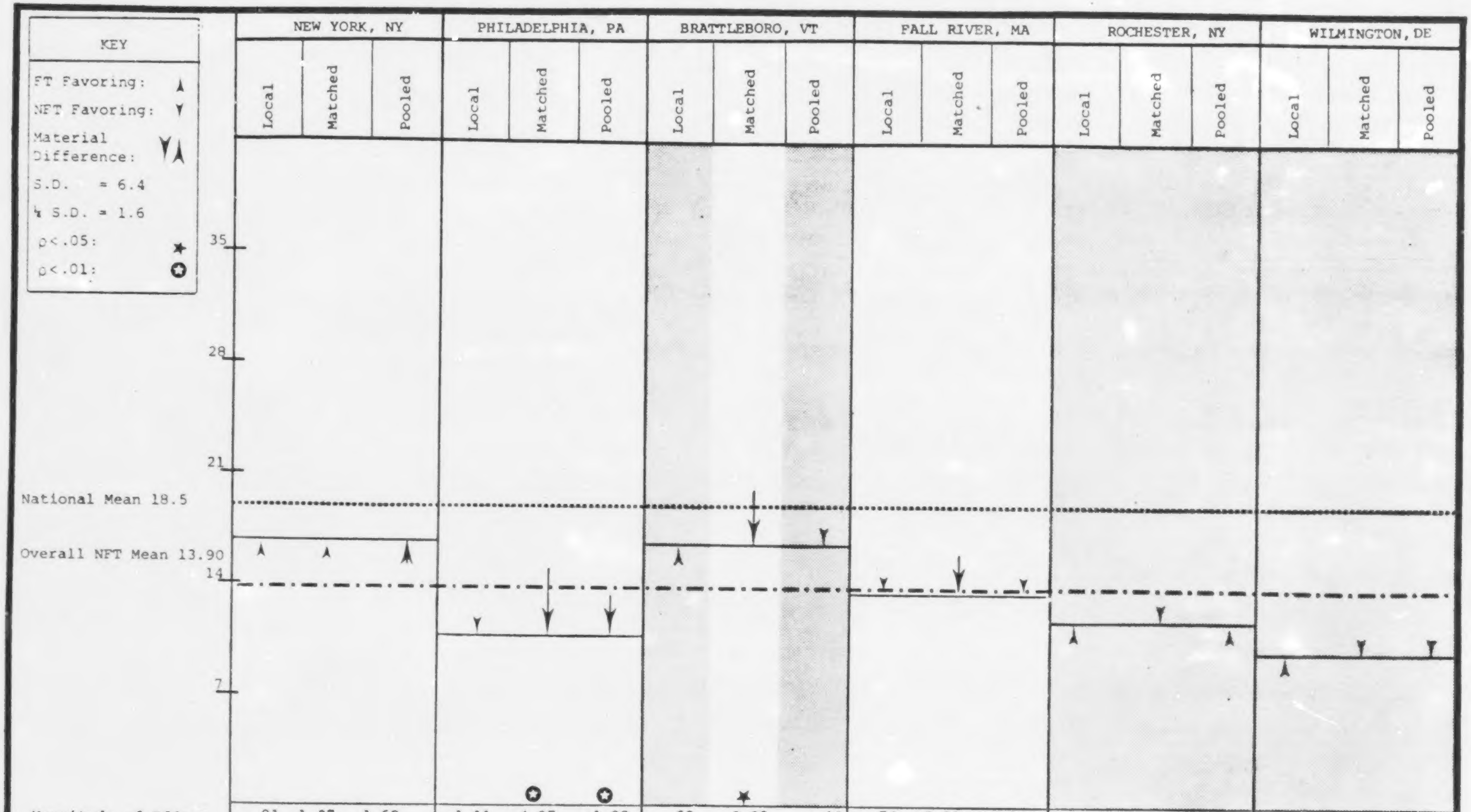
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	✪	✪	✪				★	✪	✪						★		★	★
Magnitude of Effect	4.56	5.04	4.98	-.27	-2.33	-.17	-6.45	-6.05	-5.39	-.41	3.85	1.04	1.31	.43	2.42	-1.86	-2.06	-1.29
Standard Error	1.18	1.10	.76	1.26	1.24	.60	2.50	1.46	1.23	1.90	4.49	1.27	2.18	1.68	1.10	1.23	1.03	.52
FT Mean	27.54			14.89			16.80			18.82			15.50			12.93		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		
							PS FKW		FKW				PS	PS	PS FKW	PS	PS	PS

Table A7-10

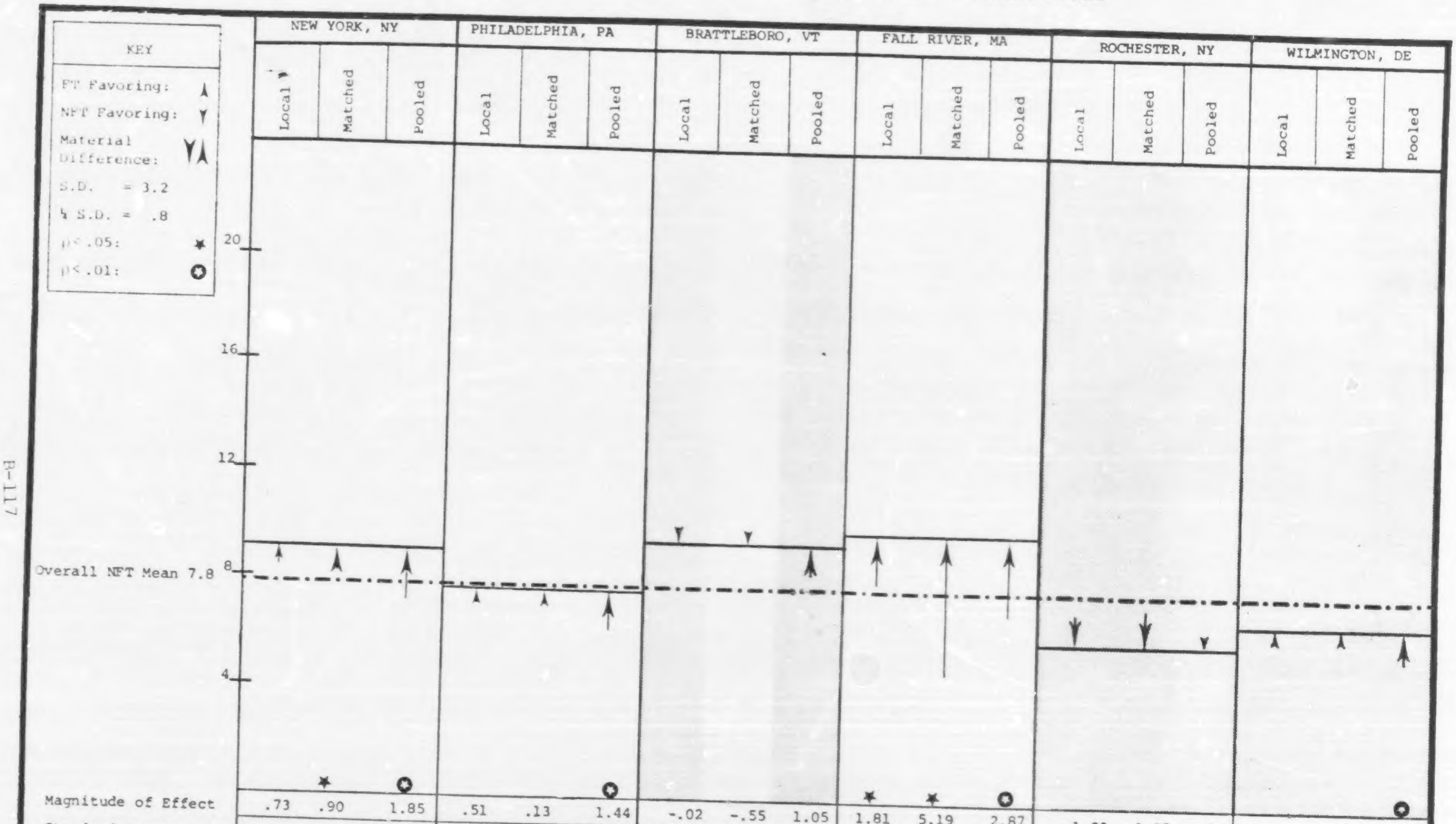
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.91	1.37	1.68	-1.11	-4.27	-1.99	.62	-3.32	-.44	-.74	-2.11	-.88	.12	-1.32	.15	.08	-.04	-.51
Standard Error	1.10	1.05	.86	1.18	1.20	.52	2.34	1.66	1.44	1.72	3.47	1.05	2.03	1.20	.92	1.14	.74	.39
FT Mean	16.83			10.48			16.80			13.49			11.23			9.39		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		
							PS		FKW				PS	PS	PS	PS	PS	PS

Table A7-11

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.73	.90	1.85	.51	.13	1.44	-.02	-.55	1.05
Standard Error	.53	.41	.36	.57	.77	.40	1.14	.72	.65
FT Mean	9.14			7.59			9.35		
No. of FT Children	72			80			20		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN		

	FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.81	5.19	2.87	-1.23	-1.37	-.34	.36	.24	1.20
Standard Error	.84	2.05	.56	.99	.86	.58	.56	.50	.27
FT Mean	9.82			6.04			6.78		
No. of FT Children	39			26			109		
Matched NFT Site	Ravenswood, CA			Local			Jacksonville, FL		

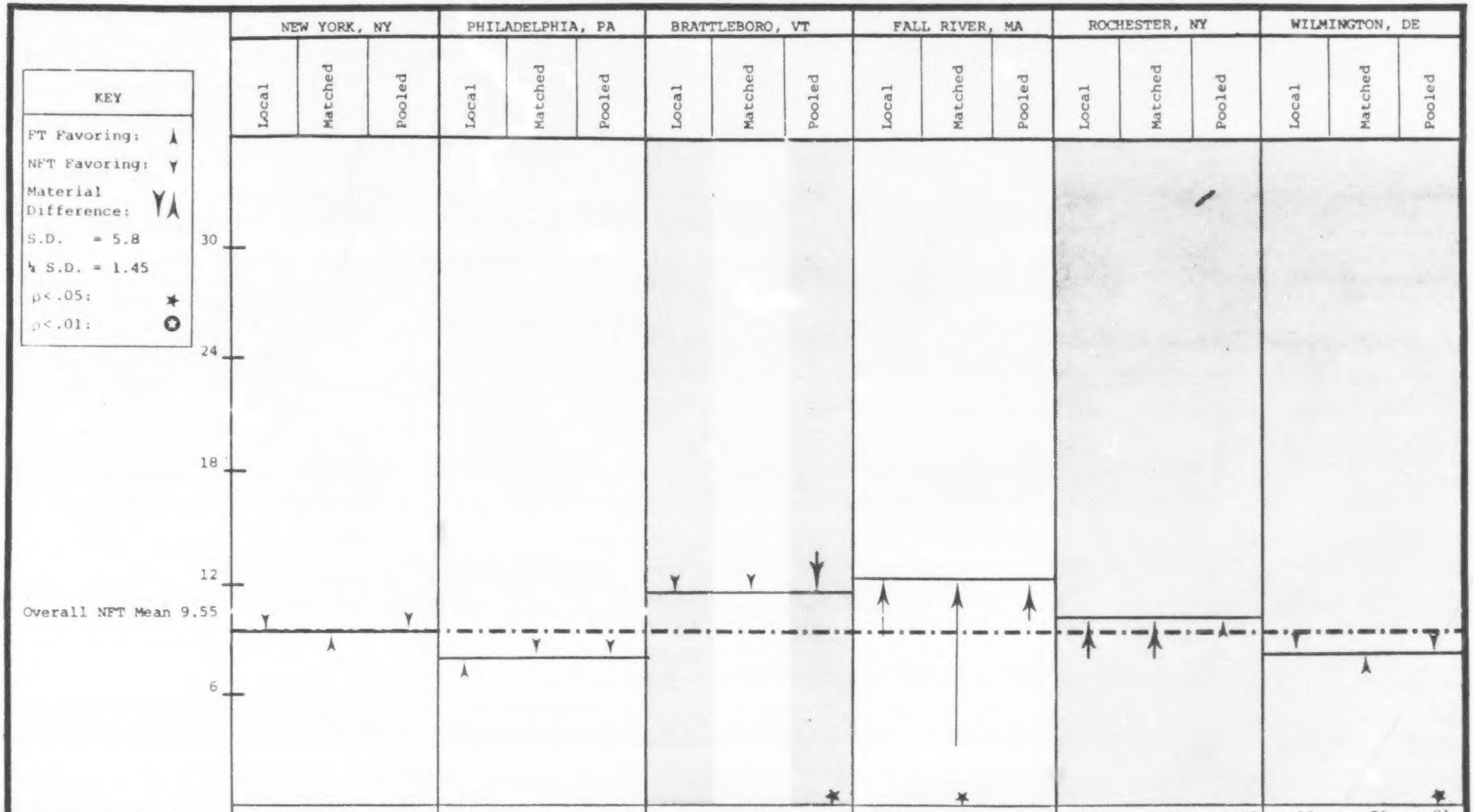
PS
FKW

FKW

PS PS PS FKW PS PS PS

Table A7-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN BANK STREET MODEL



	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.13	.45	-.03	.95	-.22	-.99	-.84	-.79	-2.85	3.02	8.99	1.69	2.04	2.01	1.25	-.06	.70	-.91
Standard Error	1.04	.88	.65	1.11	1.18	.58	2.21	1.56	1.28	1.61	4.33	1.22	1.92	1.25	.94	1.07	.80	.45
FT Mean	9.58			8.04			11.65			12.54			10.12			8.02		
No. of FT Children	72			80			20			39			26			109		
Matched NFT Site	Los Angeles, CA			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL		

756 757

PS FKW PS PS PS PS PS PS

Table A7-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR BANK STREET MODEL

Sponsor 5		NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE		
		FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION	*Number*	220	773	993	171	1123	1294	56	53	109	132	73	205	74	115	189	207	206	413
CHILDREN RETAINED	*Percent*	32.7	31.7	31.9	46.8	11.0	15.8	35.7	50.9	43.1	29.6	52.0	37.6	35.1	30.4	32.3	52.7	51.9	52.3
	Number	72	245	317	80	124	204	20	27	47	39	38	77	26	35	61	109	107	216
No WRAT	*Percent*	4	6	6	30	5	15	5	4	4	10	13	12	0	0	0	1	3	2
	Number	3	15	18	24	6	30	1	1	2	4	5	9	0	0	0	1	3	4
No Income	*Percent*	18	62	52	53	65	60	15	7	11	5	5	5	4	20	13	40	37	39
	Number	13	153	166	42	81	123	3	2	5	2	2	4	1	7	8	44	40	84
WRAT Score	*Mean*	33	33	33	26	27	27	38	32	35	25	27	26	21	20	21	26	25	26
	Standard Deviation	13	15	14	10	14	13	15	13	14	14	13	13	11	9	10	12	13	12
	Number	69	230	299	56	118	174	19	26	45	35	33	68	26	35	61	108	104	212
Income	*Mean*	5110	5440	5311	5053	5000	5025	7088	8999	8226	5811	7403	6596	5300	5143	5217	3623	5343	4496
	Standard Deviation	2603	2561	2574	2503	2265	2365	2884	1534	2351	2142	2121	2263	2626	2527	2550	2058	3045	2736
	Number	59	92	151	38	43	81	17	25	42	37	36	73	25	28	53	65	67	132
CHILDREN NOT RETAINED	*Percent*	67.3	68.3	68.1	53.2	89.0	84.2	64.3	49.1	56.9	70.4	48.0	62.4	64.9	69.6	67.7	47.3	48.1	47.7
	Number	148	528	676	91	999	1090	36	26	62	93	35	128	48	80	128	98	99	197
No WRAT	*Percent*	46	13	20	25	15	16	31	15	24	14	14	14	4	19	13	45	11	28
	Number	68	67	135	23	154	177	11	4	15	13	5	18	2	15	17	44	11	55
No Income	*Percent*	53	69	65	57	78	76	36	42	39	30	23	28	17	41	32	71	57	64
	Number	78	364	442	52	778	830	13	11	24	28	8	36	8	33	41	70	56	126
WRAT Score	*Mean*	31	32	32	24	23	23	32	25	29	21	24	22	20	19	19	24	24	24
	Standard Deviation	14	16	15	14	13	13	16	12	15	15	16	15	10	10	10	12	14	13
	Number	80	461	541	68	845	913	25	22	47	80	30	110	46	65	111	54	88	142
Income	*Mean*	5293	5835	5673	4564	4674	4658	6674	8233	7289	5938	6518	6109	5050	5723	5414	4107	5197	4767
	Standard Deviation	2638	2875	2811	2624	2334	2375	3160	2336	2933	2556	2428	2520	2518	2281	2403	1926	3449	2976
	Number	70	164	234	39	221	260	23	15	38	65	27	92	40	47	87	28	43	71

Table A7-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE			SPONSOR'S SITE		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Match		Local	Match		Local	Match		Local	Match		Local	Match		Local	Match		Local	Match
Fall Kindergarten WRAT Mean	32.7	33.3	33.3	26.1	26.8	25.5	38.3	31.8	34.1	24.5	26.6	26.3	21.3	20.0		26.0	25.2	25.2	28.2	27.3	
Standard Deviation	12.9	14.7	14.7	10.2	13.8	10.6	15.3	13.1	13.9	14.3	12.6	16.0	10.7	9.3		12.0	12.7	10.8			
Highest Occupation in Household Mean	14.1	14.3	14.3	13.5	14.0	13.0	14.4	14.6	14.6	13.9	13.6	14.4	13.4	13.6		13.0	13.1	13.4	13.7	13.9	
Standard Deviation	1.8	2.1	2.1	1.9	2.0	1.7	2.7	1.8	1.6	1.5	1.9	2.3	1.4	2.1		1.4	1.7	1.7			
Family Income in Dollars Mean	5110	5440	5440	5053	5000	4891	7088	8999	7493	5811	7403	5906	5300	5143		3623	5343	4271	5331	6221	
Standard Deviation	2603	2561	2561	2503	2265	2520	2884	1534	2299	2142	2121	2939	2626	2527		2058	3045	2338			
Missing Income Information No. Missing	13	153	153	41	61	5	3	2	4	2	2	2	1	7		44	40	5			
Valid Cases	59	92	92	38	43	32	17	25	75	37	36	16	25	28		65	67	48			
Ethnic Membership/Race Percent White	0	0	0	0	1	0	100	100	98	97	100	11	4	0		1	4	0	34	34	
Percent Black	97	78	78	100	83	100	0	0	0	3	0	89	85	100		98	92	100	64	59	
Sex (Percent Male)	53	47	47	48	55	38	45	48	57	46	37	72	50	57		52	50	36	49	49	
Entry Age in Months Mean	54.6	54.7	54.7	53.2	54.1	55.6	55.6	54.2	57.5	55.4	54.9	54.2	55.8	55.6		54.4	54.5	54.2	54.8	54.7	
Standard Deviation	3.3	3.5	3.5	4.1	3.1	3.7	3.4	3.9	4.4	3.6	4.5	3.7	4.2	4.6		3.2	3.3	3.9			
Percent with English as First Language	99	80	80	100	89	100	100	100	100	74	58	100	92	100		100	100	100	94	88	
MATCHED SITE	Local			Detroit, MI			Duluth, MN			**Ravenswood, CA**			Local			Jacksonville, FL					

Table A7-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			ROCHESTER, NY			WILMINGTON, DE			SPONSOR'S SITE			ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading																							
Mean	52.56	49.05		33.10	36.50	40.95	51.55	56.70	57.94	36.90	46.13	38.44	30.04	32.40		30.22	31.81	31.72	39.06	42.29		38.36	43.5
Standard Deviation	16.60	19.17		13.96	17.37	16.45	22.67	19.75	17.27	16.14	16.45	17.22	12.81	13.04		12.83	14.54	13.78					
Total Mathematics																							
Mean	66.46	59.05		39.20	43.40	48.76	54.30	59.26	65.01	46.92	52.45	39.44	40.58	37.66		33.06	36.09	37.21	46.75	48.31		45.83	49.3
Standard Deviation	21.63	23.80		13.37	21.68	16.09	20.33	16.58	19.75	18.49	17.94	10.12	14.71	13.67		13.12	13.25	13.46					
Language																							
Mean	18.72	17.72		15.63	14.96	16.38	21.00	21.70	21.19	22.36	18.90	13.61	16.15	14.69		14.80	14.75	14.00	18.11	17.95		16.24	17.5
Standard Deviation	7.67	8.63		7.64	9.13	7.50	10.77	8.59	9.50	10.34	9.35	4.69	7.71	5.42		6.39	7.49	6.07					
Spelling																							
Mean	19.75	23.84		14.05	17.55	19.92	16.30	26.30	24.46	15.36	23.87	18.83	7.58	12.57		9.32	12.68	10.38	13.72	19.46		15.73	18.9
Standard Deviation	11.72	12.57		11.06	13.17	12.18	11.75	10.06	11.14	11.98	11.17	15.24	8.97	12.73		9.73	12.91	11.49					
Raven's Progr ssive Matrices																							
Mean	16.29	18.34		16.20	17.50	18.43	23.35	20.89	21.70	20.39	19 76	17.67	18.89	16.43		16.90	16.08	17.47	18.67	18.16		18.26	19.0
Standard Deviation	4.39	4.72		4.46	4.57	4.76	2.68	3.84	3.52	4.46	3.89	4.76	3.95	4.53		4.70	4.64	5.08					
Coopersmith's Self-Esteem																							
Mean	35.21	36.16		33.18	35.33	36.70	37.35	38.15	40.01	36.74	37.05	35.28	34.42	34.69		35.04	35.51	35.28	35.32	36.15		35.25	36.5
Standard Deviation	6.82	7.08		7.64	7.63	7.40	6.63	6.98	8.25	6.67	7.88	7.16	5.67	9.83		7.36	8.66	7.13					
IARS - Locus Negative																							
Mean	11.14	10.85		10.20	9.85	10.92	8.60	10.19	10.15	9.44	10.95	9.22	8.42	8.43		9.12	9.46	9.47	9.48	9.95		9.69	9.9
Standard Deviation	2.42	2.87		2.87	3.27	2.66	2.87	2.77	2.70	3.23	2.59	3.33	2.69	2.59		3.00	2.98	2.78					
IARS - Locus Positive																							
Mean	16.15	15.81		14.85	14.72	16.16	15.90	17.04	16.00	15.46	16.13	15.28	14.35	14.86		14.62	14.51	15.40	15.22	15.51		15.13	15.6
Standard Deviation	2.15	2.91		3.54	3.33	2.66	2.61	1.91	2.59	2.52	2.37	2.82	2.80	2.89		3.43	3.43	2.95					
Word Knowledge																							
Mean	29.65	27.63		18.56	20.56	22.19	28.90	32.78	33.14	20.62	26.84	20.44	16.27	18.83		16.55	17.58	17.72	21.76	24.03		21.42	24.6
Standard Deviation	9.54	11.22		9.06	11.26	9.53	13.51	11.46	9.47	10.24	9.84	12.06	7.35	8.62		7.81	9.76	8.14					
Reading																							
Mean	22.90	21.39		14.54	15.94	18.73	22.65	23.93	24.80	16.28	19.29	18.00	13.77	13.57		13.67	14.23	14.00	17.30	18.05		16.94	18.
Standard Deviation	7.97	8.72		5.87	7.06	7.74	9.80	8.28	8.47	7.12	7.34	6.05	6.13	5.46		5.67	5.71	6.29					
Mathematics Computations																							
Mean	27.54	23.37		14.89	15.98	16.73	16.80	22.48	21.98	18.82	19.63	13.06	15.50	13.63		12.93	15.36	15.23	17.75	18.40		17.7	18.0
Standard Deviation	7.33	8.76		5.37	7.63	6.12	6.86	5.82	6.32	8.21	6.46	3.81	6.70	6.06		5.76	5.66	6.25					
Mathematics Concepts																							
Mean	22.08	19.77		13.84	15.40	17.84	20.70	20.85	23.96	14.62	18.05	14.56	13.85	13.43		10.74	12.70	12.02	15.97	16.70		15.49	17.3
Standard Deviation	8.30	8.73		6.00	8.46	6.23	8.63	6.04	7.15	6.47	6.95	4.62	4.67	5.83		5.79	5.97	5.18					
Mathematics Problem Solving																							
Mean	16.83	15.91		10.48	12.02	14.19	16.80	15.93	19.08	13.49	14.76	11.83	11.23	10.60		9.39	10.04	9.96	13.74	13.22		12.63	13.
Standard Deviation	8.05	8.04		4.83	7.27	6.19	7.15	6.21	7.42	6.19	6.71	4.15	5.31	4.24		4.06	4.60	4.28					
Language Part A																							
Mean	9.14	8.31		7.59	7.07	7.11	9.35	8.93	9.41	9.82	8.18	6.89	6.04	7.14		6.78	6.53	6.57	8.12	7.69		7.37	7.8
Standard Deviation	3.05	3.01		3.49	3.59	3.40	3.48	3.46	3.10	3.26	2.90	2.97	2.92	3.27		3.26	3.00	3.10					
Language Part B																							
Mean	9.58	9.42		8.04	7.89	9.27	11.65	12.78	11.79	12.54	10.71	6.72	10.12	7.54		8.02	8.22	7.43	9.99	9.42		8.87	9.7
Standard Deviation	5.96	6.86		5.75	6.81	5.46	8.07	6.00	7.21	8.13	7.38	2.91	5.65	3.68		4.51	5.54	4.39					
BEST MATCH SITE	Local			Detroit, MI			Duluth, MN			Ravenswood, CA			Local			Jacksonville, FL							

Table A7-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE BANK STREET MODEL

	NEW YORK, NY		PHILADELPHIA, PA		BRATTLEBORO, VT		FALL RIVER, MA		ROCHESTER, NY		WILMINGTON, DE	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian												
Percent		0										
Number		1										
Black												
Percent	97	78	100	83			3		85	100	98	92
Number	70	190	80	103			1		22	35	107	99
Oriental												
Percent		12		2								
Number		29		2								
Mexican American												
Percent												
Number												
Puerto Rican												
Percent	1	8		14					8			4
Number	1	20		17					2			4
Other Spanish Surname												
Percent	1	0							4			
Number	1	1							1			
White												
Percent				1	100	100	97	100	4		1	4
Number				1	20	27	38	36	1		1	4
Other												
Percent		2		1							1	
Number		4		1							1	

Table A7-17

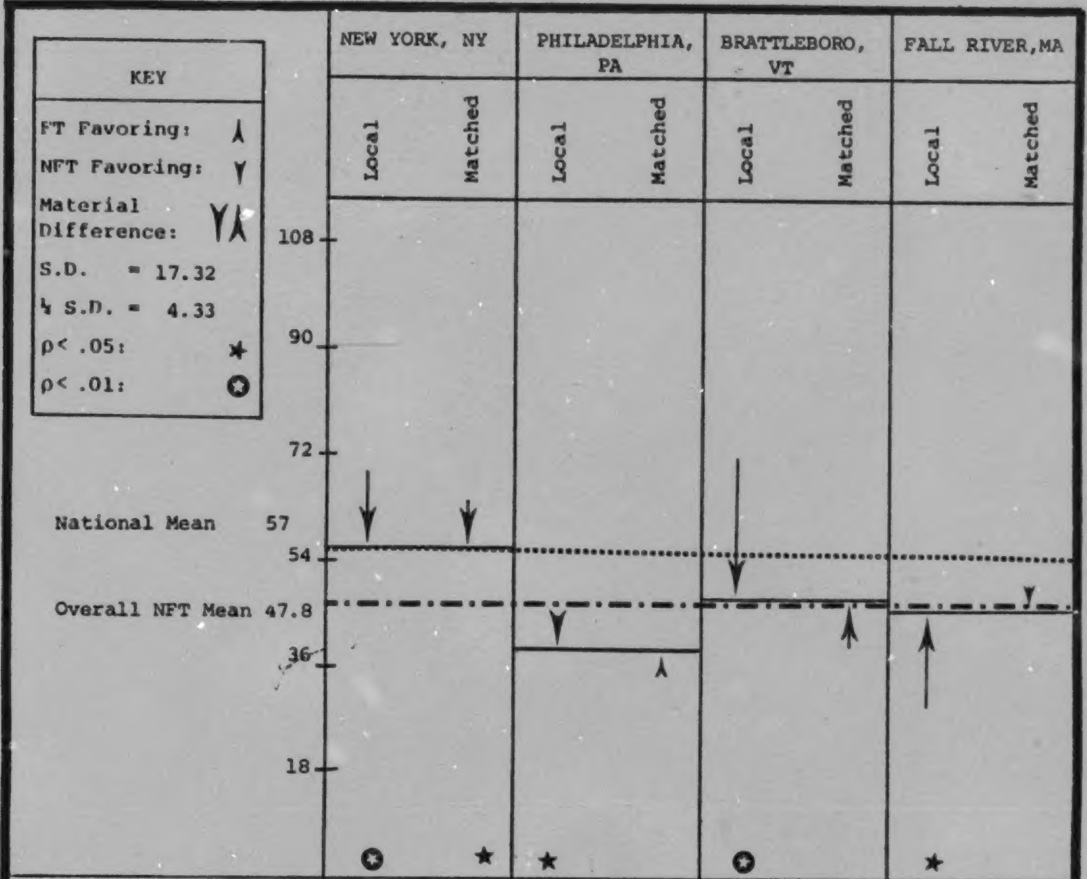
DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Children in Analytic Sample															
Number	70	79	44	112	78	16	25	24	44	37	41	45	61	56	
Fall Kindergarten WRAT															
Mean Score	33.7	28.6	31.9	32.5	25.2	32.6	31.0	35.7	30.9	23.6	24.3	26.6	30.2	28.4	
Percent with Preschool	74	81	70	86	61	54	64	25	58	69	12	59	73	45	
Number Responding	61	31	10	72	18	11	25	24	36	29	40	44			
Children's Ethnicity															
Percent Black	100	100	93	100	97	100	0	0	7	0	0	67	50	49	
Percent White	0	0	0	0	0	0	100	100	16	100	100	27	50	50	
Percent Other	0	0	7	0	2	0	0	0	77	0	0	7	0	.5	
Family Income in Median Dollars	6134	4050	5000	2600	3300	3200	5650	9300	6767	5000	6250	6300	4846	5725	
Number Responding	37	8	6	2	10	10	25	24	32	26	39	43			
Mother's Education															
Percent High School Graduates	50	80	50	48	40	46	74	92	37	19	10	54	48	56	
Number Responding	42	10	6	29	10	11	23	24	30	26	39	43			
Female Heads of Household															
Percent	27	40	14	62	73	36	32	4	16	44	22	39	41	35	
Teachers															
Number	4	1	3	6	4	3	3	5	4	5	6	2	4	4	
Teacher Education															
Percent B.A. or Less	0	0	0	17	0	33	33	80	75	60	33	100	28	28	
Percent More than B.A.	25	0	33	83	75	33	33	20	25	40	50	0	45	36	
Percent More than M.A.	75	100	67	0	25	33	33	0	0	0	17	0	27	36	
Teaching Experience															
Total Years	5.5	24.0	8.0	16.8	8.8	18.0	11.0	27.0	9.5	4.6	7.0	13.5	9.5	16.7	
BEST MATCH SITE	New York, NY*			St. Louis, MO			Denver, CO			Lakewood, NJ					

*New York's Best Matched Site is Oregon's New York NFT group.

Table A7-18

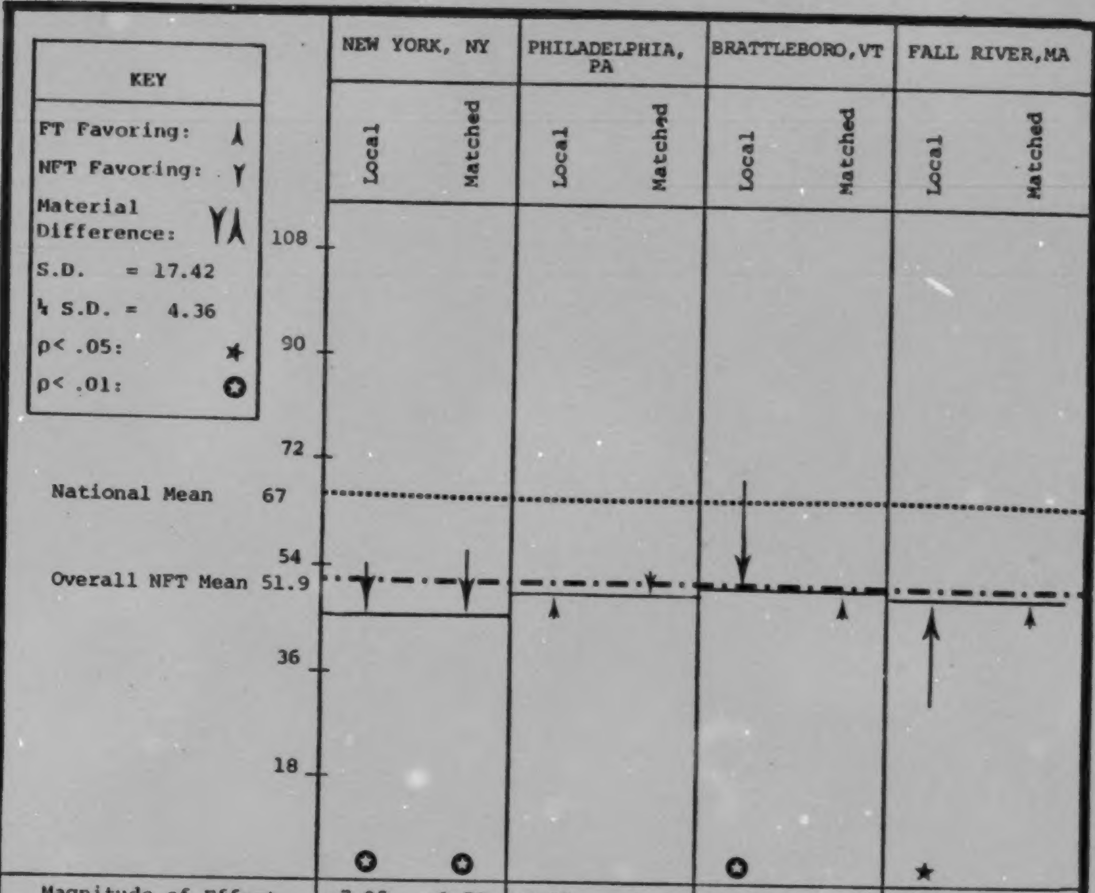
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN BANK STREET MODEL



	NEW YORK, NY		PHILADELPHIA, PA		BRATTLEBORO, VT		FALL RIVER, MA	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched
	✪	★	★		✪		★	
Magnitude of Effect	-11.57	-6.86	-4.59	2.22	-23.99	6.57	14.99	-1.73
Standard Error	2.48	3.39	2.06	4.43	5.71	8.52	7.32	6.59
FT Mean	57.6		40.3		48.0		46.0	
No. of FT Children	70		112		25		37	
Matched NFT Site	New York, NY		St. Louis, MO		Denver, CO		Lakewood, NJ	

Table A7-19

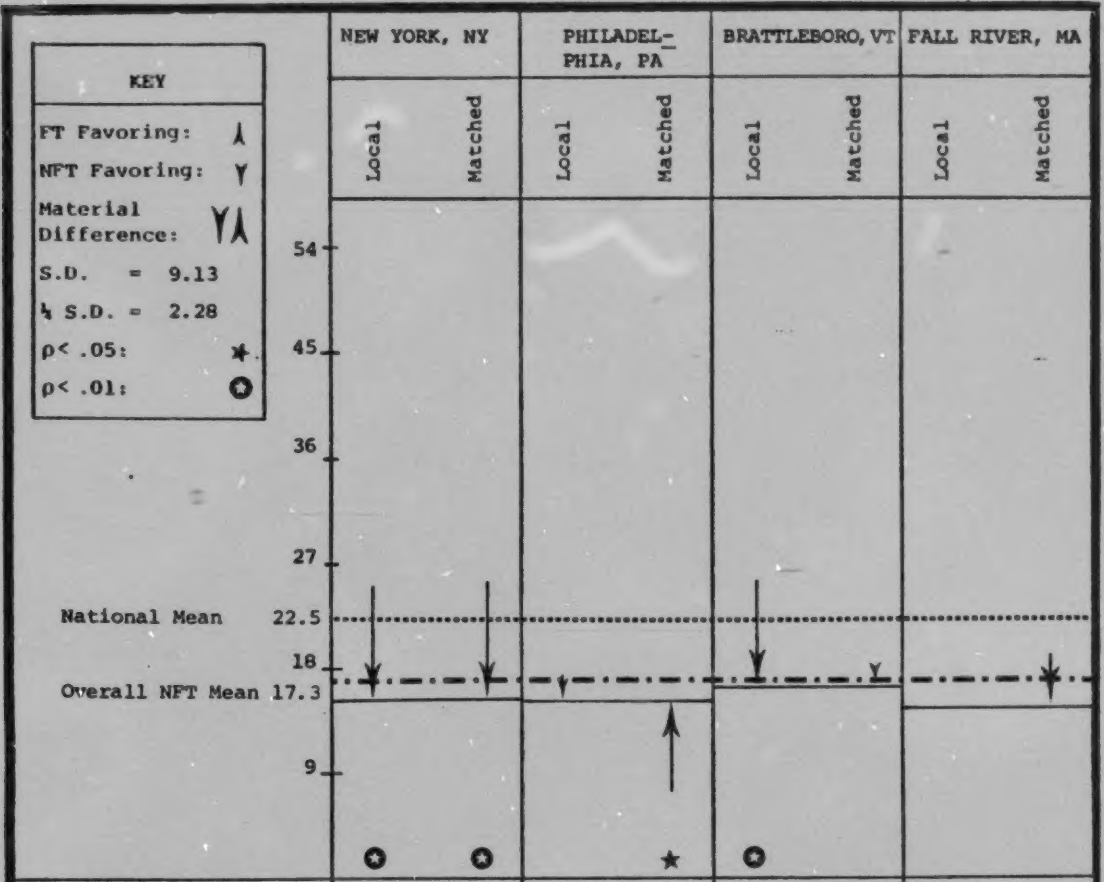
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN BANK STREET MODEL



	NEW YORK, NY		PHILADELPHIA, PA		BRATTLEBORO, VT		FALL RIVER, MA	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched
Magnitude of Effect	-7.05	-9.78	2.85	-3.02	-18.34	1.13	18.34	4.27
Standard Error	2.44	3.17	2.03	4.32	5.62	7.12	7.21	6.88
FT Mean	45.3		49.3		50.3		49.1	
No. of FT Children	70		112		25		37	
Matched NFT Site	New York		St.Louis, MO		Denver, CO		Lakewood, NJ	

Table A7-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN BANK STREET MODEL



	NEW YORK, NY		PHILADEL-PHIA, PA		BRATTLEBORO, VT		FALL RIVER, MA	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched
Magnitude of Effect	-9.88	-10.92	-1.68	7.09	-9.73	-.98	.05	-3.61
Standard Error	1.88	1.91	1.46	2.64	3.53	3.61	4.43	3.48
FT Mean	15.3		15.1		16.2		14.5	
No. of FT Children	70		112		25		37	
Matched NFT Site	New York, NY		St. Louis, MO		Denver, CO		Lakewood, NJ	

Table A7-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT III SITES IN BANK STREET MODEL

	MAT Norm Population	New York, NY		Philadelphia PA		Brattleboro, VT		Fall River, MA	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT
Reading									
Spring Second Grade Median	52.5	53.3	55.0	45.9	43.8	50.2	60.5	47.8	52.3
Percentile of Median	50.0	53.2	62.0	37.6	13.6	51.2	79.0	27.0	49.2
Grade Equivalent	2.65	2.7	2.9	2.2	2.0	2.5	3.4	2.3	2.6
Fall Kindergarten Median	-	22.9	19.4	21.6	18.1	19.5	22.3	17.4	17.9
athematics									
pring Second Grade Median	57.0	48.5	50.7	50.9	43.5	51.0	62.5	49.2	51.0
Percentile of Median	50.0	13.0	18.8	19.6	7.2	20.0	71.0	14.4	20.0
Grade Equivalent	2.7	2.3	2.5	2.5	2.0	2.5	3.2	2.3	2.5
Fall Kindergarten Median	-	14.2	11.3	15.2	9.8	12.6	16.8	9.5	5.2
elling									
ring Second Grade Median	56.5	49.5	58.0	49.5	50.2	53.2	64.2	51.0	58.2
Percentile of Median	50.0	26.0	56.0	26.0	28.4	36.4	74.4	30.0	56.8
Grade Equivalent	2.85	2.3	3.0	2.3	2.4	2.6	3.6	2.4	3.0
all Kindergarten Median	-	21.7	19.0	19.6	18.8	20.6	20.6	18.6	

Table A7-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			SPONSOR'S SITES		
	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match
Fall Kindergarten WRAT															
Mean	33.7	28.6	31.9	32.5	25.2	32.6	31.0	35.7	30.9	23.6	24.3	26.6	30.2	28.4	
Standard Deviation	13.4	12.6	11.2	12.8	10.9	11.7	13.1	12.4	10.7	10.8	10.7	11.6			
Highest Occupation in Household															
Mean	14.0	15.5	12.9	13.0	13.2	12.5	14.2	15.6	13.9	13.7	13.4	14.2	13.7	14.4	
Standard Deviation	1.9	1.7	0.7	1.8	1.4	0.9	2.5	2.3	1.5	1.4	1.4	2.2			
Family Income in Dollars															
Mean	5584	6087	5700	4075	4920	4510	5748	8583	5862	5442	6[illegible]49	6402	5212	6460	
Standard Deviation	2954	3591	1826	2396	2971	3124	2621	1938	2678	2395	2368	3017			
Missing Income Information															
No. Missing	33	71	38	80	68	6	0	0	12	11	2	1			
Valid Cases	37	8	6	32	10	10	25	24	32	26	39	44			
Ethnic Membership/Race															
Percent White	0	0	0	0	0	0	100	100	16	100	100	27	50	50	
Percent Black	100	100	93	100	97	100	0	0	7	0	0	67	50	49	
Sex (Percent Male)	51	53	41	49	53	44	32	38	59	46	49	53	44	48	
Entry Age in Months															
Mean	63.2	63.1	63.5	62.6	62.1	67.3	63.5	61.1	67.5	64.1	64.7	66.1	63.4	62.8	
Standard Deviation	3.4	3.8	3.1	3.6	3.0	4.3	3.2	2.8	3.4	4.3	3.9	3.6			
Percent with English as First Language	100	100	93	100	97	100	100	100	100	84	46	100	96	86	
BEST MATCH SITE	New York, NY			St. Louis, MO			Denver, CO			Lakewood, NJ					

Table A7-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE BANK STREET MODEL

	NEW YORK, NY			PHILADELPHIA, PA			BRATTLEBORO, VT			FALL RIVER, MA			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match				
Spelling																
Mean	15.3	20.4	20.6	15.1	13.7	9.4	16.2	26.5	14.6	14.5	21.8	14.3	15.3	20.6	16.4	15.8
Standard Deviation	10.7	9.8	10.7	9.9	10.6	8.8	9.5	4.4	7.1	9.6	9.0	9.3				
Total Reading																
Mean	57.6	58.1	55.6	40.3	36.4	39.7	48.0	68.2	39.0	46.0	53.7	42.8	48.0	54.1	43.2	46.5
Standard Deviation	18.5	18.6	20.6	17.8	16.8	16.0	23.2	13.7	16.4	18.9	18.7	18.5				
Total Mathematics																
Mean	45.3	49.0	50.5	49.3	42.8	52.5	50.3	78.5	48.8	49.1	49.6	44.6	48.5	55.0	48.3	51.4
Standard Deviation	15.9	17.5	17.9	17.9	15.0	19.4	19.2	17.2	15.9	15.5	17.2	19.3				
BEST MATCH SITE	New York, NY*			St. Louis, MO			Denver, CO			Lakewood, NJ						

*New York's Best Matched Site is Oregon's New York NFT group

Table A7-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE BANK STREET MODEL

	NEW YORK, NY		PHILADELPHIA, PA		BRATTLEBORO, VT		FALL RIVER, MA	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian								
Percent				1				
Number				1				
Black								
Percent	100	100	100	97				
Number	70	78	112	76				
Oriental								
Percent								
Number								
Mexican American								
Percent								
Number								
Puerto Rican								
Percent				1				
Number				1				
Other Spanish								
Surname *Percent*					100	100	100	100
Number					25	24	37	41
White								
Percent								
Number								
Other								
Percent								
Number								

Table A7-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR BANK STREET MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
SEX = Sex
ETH2 = White vs. Other
OCCUP = Occupation
ENTAGE = Entry Age
P0215622 = Income
NOOCC = Missing Occupation
LANG = First Language
ETH1 = White vs. Black
NOINC = Missing Income

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.60821996	.47865072E-01
NOWRAT	-4.7830060	2.5028540
SEX	-1.2022109	1.2297037
ETH2	-2.3289676	3.1613548
OCCUP	.71017961	.33263254
ENTAGE	-.87452144E-01	.17703430
P0215622	.78251500E-04	.24049064E-03
NOOCC	-1.3073611	3.2034881
LANG	2.4598767	3.4136524
ETH1	2.2212485	2.5531317
NOINC	.99029552	3.1390326

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.66982124	.55714427E-01
NOWRAT	-1.7091089	3.0283717
SEX	.34942400	1.4387371
ETH2	-4.9350462	3.5781768
OCCUP	1.0428838	.38701170
ENTAGE	.50059929E-01	.21597508
P0215622	.60312239E-04	.27950648E-03
NOOCC	.15568740	3.7971982
LANG	-.22216997	3.9502209
ETH1	2.5091511	2.9705207
NOINC	-1.7296319	3.7103795

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.40598514	.35144052E-01
NOWRAT	-4.1056052	1.9102437
SEX	-2.6351194	.90249331
ETH2	-.45000964E-01	2.3201597
OCCUP	.44490408	.24412275
ENTAGE	-.10357005	.12092746
P0215622	.73936360E-04	.17649900E-03
NOOCC	.39793771	2.3510757
LANG	-1.0265405	2.5031140
ETH1	1.7615137	1.8737720
NOINC	-1.0900474	2.3404668

MAT Language

VARIABLE	B	STD ERROR B
FKW	.27399324	.24113601E-01
NOWRAT	-2.2503943	1.3107008
SEX	-.64724354	.61923319
ETH2	-1.5401560	1.5919411
OCCUP	.43144110	.16750142
ENTAGE	-.10120537	.84147914E-01
P0215622	.65128594E-04	.12110237E-03
NOOCC	-1.1268322	1.6131579
LANG	1.5910222	1.7174781
ETH1	1.1947507	1.2856625
NOINC	.34052144E-01	1.6038726

Raven's

VARIABLE	B	STD ERROR B
FKW	.11684106	.14023781E-01
NOWRAT	-.42473538E-02	.75726611
SEX	1.0979734	.36012832
ETH2	-.15992043	.92502742
OCCUP	.57239995E-01	.97414074E-01
ENTAGE	.21431318E-01	.51945877E-01
P0215622	-.17986291E-04	.70429648E-04
NOOCC	-1.0370630	.93814651
LANG	-1.2571122	.79893617
ETH1	1.0111801	.74770456
NOINC	.85902611	.93393310

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.72551315E-01	.24903373E-01
NOWRAT	-1.4533361	1.3536291
SEX	.13029750	.63951440
ETH2	-2.1743569	1.6440806
OCCUP	.28775002	.17343745
ENTAGE	.80904690E-01	.92707498E-01
P0215622	.91544449E-04	.12514886E-03
NOOCC	-.11981055	1.6659923
LANG	-.13726431	1.7737292
ETH1	-1.3282837	1.3277707
NOINC	-.74443600E-01	1.5594746

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.55790152E-01	.98671570E-02
NOWRAT	-.41183367	.53633179
SEX	-.16022700	.25308692
ETH2	.20594202	.55141382
OCCUP	.51953813E-01	.45540608E-01
ENTAGE	.47712807E-01	.36478852E-01
P0215622	.18279950E-04	.49534426E-04
NOOCC	-.51764871	.56069563
LANG	-.91284795	.70279291
ETH1	-.23973943	.52608625
NOINC	.25734673	.65711409

Table A7-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.45455133E-01	.95759208E-02
NOWRAT	-.21133145	.52055593
SEX	-.28011793	.24593371
ETH2	.92156004	.63225289
OCCUP	.66159459E-01	.66524607E-01
ENTAGE	-.95214413E-02	.35405849E-01
P0215622	.61983394E-05	.48076813E-04
NUOCC	-.10245011	.64007933
LANG	-.51104887	.68211099
ETH1	.28779866	.51061177
NUINC	.32593802E-01	.63778831

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.36361389	.29729439E-01
NOWRAT	-2.9670486	1.6158967
SEX	-.67597518	.76342127
ETH2	-1.0953072	1.9426236
OCCUP	.39035232	.20850402
ENTAGE	-.96492492E-01	.10940595
P0215622	.69621548E-04	.14930093E-03
NUOCC	-.99282240	1.9857897
LANG	1.4149139	2.1173919
ETH1	.82579164	1.5830283
NUINC	.38916683	1.9798045

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.24450617	.21539317E-01
NOWRAT	-1.8139574	1.1707750
SEX	-.70623568	.55312603
ETH2	-1.2334604	1.4219911
OCCUP	.31922729	.14961955
ENTAGE	.90403474E-02	.77430796E-01
P0215622	.86339516E-05	.10817386E-03
NUOCC	-.31453869	1.4409478
LANG	1.0413628	1.5341262
ETH1	1.3954569	1.1484097
NUINC	.31012868	1.4344407

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	.24802699	.22004187E-01
NOWRAT	-.89431751	1.1960431
SEX	.48645642	.56506380
ETH2	-1.4366209	1.4526810
OCCUP	.39166980	.15284870
ENTAGE	-.46781241E-01	.81349416E-01
P0215622	.69673390E-05	.11050851E-03
NUOCC	.78957924	1.4720418
LANG	-.40903233	1.5672363
ETH1	.90399562	1.1731951
NUINC	-1.1553278	1.4653903

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.22736214	.21517948E-01
NOWRAT	-.62473735	1.1696135
SEX	-.12289138	.55257727
ETH2	-2.0737782	1.4705893
OCCUP	.35828867	.14947112
ENTAGE	.11657613	.79551793E-01
P0215622	.46844495E-04	.10806654E-03
NUOCC	.10006444	1.4395133
LANG	.31398836	1.5326042
ETH1	1.0046287	1.1472704
NUINC	-.57066772	1.4330176

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.19443211	.20085787E-01
NOWRAT	-.17005400	1.0917680
SEX	-.14140978E-01	.51579963
ETH2	-1.3246471	1.3260314
OCCUP	.27392530	.13952283
ENTAGE	-.19737959E-01	.74257100E-01
P0215622	.64803975E-05	.10087401E-03
NUOCC	-.73395624	1.3437042
LANG	-.12712601	1.4335903
ETH1	.60053680	1.0709120
NUINC	-.36364519E-02	1.3376408

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.96906476E-01	.77841609E-02
NOWRAT	-.97589490E-01	.53182052
SEX	-.45735510	.25125540
ETH2	.33289132	.64593455
OCCUP	.12951427	.57904149E-01
ENTAGE	.16741783E-01	.36172015E-01
P0215622	-.42071309E-05	.49137606E-04
NUOCC	-.17886753	.65454333
LANG	.34624558	.59607156
ETH1	.17617669	.52156117
NUINC	.10031829	.65158975

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.10248677	.18991950E-01
NOWRAT	-2.1533069	1.0322633
SEX	-.20988849	.46758405
ETH2	-1.9630473	1.2537529
OCCUP	.35192489	.13171861
ENTAGE	-.11794676	.73239858E-01
P0215622	.69339725E-04	.95376041E-04
NUOCC	-.74796470	1.2704682
LANG	1.3447767	1.3526272
ETH1	1.3185740	1.0125440
NUINC	-.65666140E-01	1.2647353

Table A8-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES FOR COHORT III SITES IN DIM MODEL

	NEW YORK, NY			GRAND RAPIDS, MI			FLINT, MI			PROVIDENCE, RI			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	56.5	42.1	50.6	55.7	54.9	58.1	59.3		42.1	70.0	49.4	49.4	60.4	48.8	
Number	2	3	3	8	9	1	5		3	4	14	11			
Local Mean Difference	14.4 ←									20.6 ←			11.6 ←		
Best Match Mean Difference	5.9 ←						17.2 ←			20.6 ←					
Flexible Classroom	43.5	42.6	41.6	41.1	46.8	57.0	43.5		52.5	41.4	49.8	48.6	42.4	46.4	
Number	2	3	3	8	8	1	6		3	4	14	11			
Local Mean Difference					→ 5.7						→ 8.4			→ 4.0	
Best Match Mean Difference						→ 15.9			→ 9.0			→ 7.2			
Individualization	42.5	41.5	35.3	51.5	52.2	48.8	47.7		47.7	46.4	56.5	56.8	47.0	50.1	
Number	2	3	3	8	8	1	6		3	4	14	10			
Local Mean Difference											→ 10.1			→ 3.1	
Best Match Mean Difference	7.2 ←			2.7 ←								→ 10.4			
Academic (vs. Emotional) Emphasis	66.1	43.9	60.6	57.1	56.5	52.2	61.0		42.9	56.4	51.4	47.5	60.2	50.6	
Number	2	3	3	8	9	1	6		3	4	14	10			
Local Mean Difference	22.2 ←									5.0 ←			9.6 ←		
Best Match Mean Difference	5.5 ←			4.9 ←			18.1 ←			8.9 ←					
Satisfaction with Sponsor	39.6			39.1			51.9			43.5			43.5		
Number	2			8			5			5					
Local Mean Difference															
Best Match Mean Difference															
BEST MATCH SITE	New York, NY *			Washington, DC			St. Louis, MO			Fresno, CA					

* New York's Best Matched Site is High/Scope's New York NFT group.

Table A8-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN DIM MODEL

	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Years in School																		
Mean	4.5	7.2	11.0	9.2		11.0	2.3	6.3	6.4	2.8	3.8	8.5	5.7	12.0	5.1	4.9	8.1	
Standard Deviation	2.1	5.6	8.5	10.0		8.5	1.3	5.4	10.1	1.5	2.9	10.4	2.0	0	3.6			
Number	2	22	2	8		2	7	21	22	4	6	16	6	1	8			
Years in Model																		
Mean	3.0			2.7			2.3			2.8			3.8			2.9		
Standard Deviation	1.4			1.8			1.3			1.5			1.7					
Number	2			9			7			4			6					
Age in Years																		
Mean	25.5	36.5	39.5	37.4		39.5	26.9	37.4	40.2	27.0	34.3	40.8	37.8	41.0	39.9	30.9	37.7	
Standard Deviation	7	12.3	16.3	14.3		16.3	5.7	13.1	12.5	3.7	11.3	14.3	8.4	0	8.2			
Number	2	21	2	9		2	7	20	22	4	6	16	6	1	7			
Teacher Ethnicity																		
Percent White	100	62	0	11		0	86	81	62	75	67	75	50	0	12	64	42	
Percent Black	0	24	100	89		100	14	14	38	25	33	19	50	100	88	36	54	
Percent Spanish Surname	0	10	0	0		0	0	5	0	0	0	6	0	0	0	0	3	
Percent Other	0	5	0	0		0	0	0	0	0	0	0	0	0	0	0	1	
Number	2	21	2	9		2	7	21	21	4	6	16	6	1	8			
Teacher Certification																		
Percent None	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	
Percent Temporary	0	5	0	11		0	43	29	100	0	17	0	17	0	0	14	10	
Percent Renewable/Permanent	100	90	100	78		100	43	71	100	100	83	100	83	100	88	81	89	
Percent Other	0	5	0	11		0	14	0	0	0	0	0	0	0	12	5	1	
Number	2	21	2	9		2	7	21	22	4	6	16	6	1	8			
BEST MATCH SITE	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA					

Table A8-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN DIM MODEL

	NEW YORK, NY			GRAND RAPIDS, MI			FLINT, MI			PROVIDENCE, RI			SPONSOR'S SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Years in School														
Mean	5.0	7.0	5.3	2.1	4.1	2.0	7.8		16.3	2.0	6.6	5.0	4.2	5.9
Standard Deviation	1.4	5.0	4.2	1.1	2.9	0	3.5		11.7	1.4	4.1	4.3	1.8	4.0
Number	2	3	3	8	9	1	6		3	5	14	11		
Years in Model														
Mean	4.0			2.2			3.2			2.0			2.8	
Standard Deviation	0			1.6			0.8			1.4			1.0	
Number	.2			8			5			5				
Age in Years														
Mean	31.0	36.0	33.7	24.2	33.3	26.0	34.5		37.5	29.2	32.2	34.8	29.7	33.8
Standard Deviation	8.5	13.2	9.3	2.4	12.2	0	7.9		12.0	8.6	7.1	10.1	6.8	10.8
Number	2	3	3	8	9	1	6		2	5	13	11		
Teacher Ethnicity														
Percent White	100	100	33	63	67	0	50		0	25	100	64	60	89
Percent Black	0	0	67	38	22	100	50		100	75	0	18	41	7
Percent Spanish Surname	0	0	0	0	0	0	0		0	0	0	9	0	0
Percent Other	0	0	0	0	11	0	0		0	0	0	9	0	4
Number	2	2	3	8	9	1	6		3	4	14	11		
Teacher Certification														
Percent None	0	0	0	12	11	0	0		0	0	0	0	3	4
Percent Temporary	0	0	0	75	33	0	0		0	100	0	27	44	11
Percent Renewable/Permanent	100	100	100	12	56	0	100		100	0	86	64	53	81
Percent Other	0	0	0	0	0	100	0		0	0	14	9	0	5
Number	2	3	3	8	9	1	5		3	5	14	11		
BEST MATCH SITE	New York, NY *			Washington, DC			St. Louis, MO			Fresno, CA				

*New York's Best Matched Site is High/Scope's New York NFT group.

Table A8-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974) FOR COHORT II SITES IN DIM MODEL

	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	66.0	51.2	59.6	52.7		59.6	59.4	46.5	51.0	42.9	52.7	46.3	65.0	61.2	45.3	57.2	54.2	
Number	2	21	2	9		2	7	19	20	4	6	16	6	1	7			
Local Mean Difference	14.8 ←					→ 6.9	12.9 ←				→ 9.8		3.8 ←			3.0 ←		
Best Match Mean Difference	6.4 ←					→ 6.9	9.4 ←					→ 3.4	19.7 ←					
Flexible Classroom	38.0	41.8	42.1	50.1		42.1	40.4	46.3	48.7	50.2	40.3	51.7	37.1	32.6	51.6	43.2	40.6	
Number	2	20	2	9		2	7	18	20	4	6	16	6	1	7			
Local Mean Difference		→ 3.8		8.0 ←				→ 5.9		9.9 ←			4.5 ←			2.6 ←		
Best Match Mean Difference			→ 4.1	8.0 ←					→ 8.3						→ 14.5			
Individualization	42.5	39.4	39.4	45.7		39.4	41.7	50.8	50.5	44.1	36.9	48.4	40.7	48.8	53.6	42.9	43.1	
Number	2	20	2	2		2	7	20	20	4	6	16	5	1	7			
Local Mean Difference	3.1 ←			15.6 ←				→ 9.1		7.2 ←			8.1 ←					
Best Match Mean Difference	3.1 ←			15.6 ←					→ 8.8			→ 4.3			→ 12.9			
Academic (vs. Emotional) Emphasis	70.3	50.2	64.7	49.7		64.7	56.2	50.6	48.8	43.9	57.3	46.6	53.6	57.8	43.5	54.7	56.1	
Number	2	21	2	9		2	7	19	21	4	6	16	6	1	7			
Local Mean Difference	20.1 ←					→ 15.0	5.6 ←				→ 13.4			→ 4.2				
Best Match Mean Difference	15.6 ←					→ 15.0	7.4 ←					→ 2.7	10.1 ←					
Satisfaction with Sponsor	46.3			51.6			41.6			42.5			49.5			46.3		
Number	2			8			7			3			6					
Local Mean Difference																		
Best Match Mean Difference																		
BEST MATCH SITE	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA					

Table A8-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN DIM MODEL

	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School Helped Child	48.9	47.4	46.7	51.2	46.7		53.1	46.2	48.1	51.1	45.7	49.4	53.6	47.5	46.4	51.6	46.7	
Number	17	86	6	15	6		23	29	46	39	21	26	39	34	30	133	176	
Local Mean Difference				4.5 ←			6.9 ←			5.4 ←			6.1 ←			4.9 ←		
Best Match Mean Difference				4.5 ←			5.0 ←						7.2 ←					
School Helped Parent Understand	55.1	47.6	42.4	49.9	42.4		49.3	49.9	45.3	47.9	41.4	44.9	57.2	48.4	48.8	51.9	45.9	
Number	17	87	6	14	6		24	29	45	40	21	27	37	35	30	134	178	
Local Mean Difference	7.5 ←			7.5 ←						6.5 ←			8.8 ←			6.0 ←		
Best Match Mean Difference	12.7 ←			7.5 ←			4.0 ←			3.0 ←			8.4 ←					
Child's Progress in School	52.6	50.7	50.6	52.9	50.6		52.2	48.8	49.4	52.8	50.7	50.3	55.3	48.5	50.5	53.2	49.9	
Number	17	87	6	15	6		22	29	46	39	20	27	39	34	30	132	176	
Local Mean Difference							3.4 ←						6.8 ←			3.3 ←		
Best Match Mean Difference							2.8 ←			2.5 ←			4.8 ←					
PAC Involvement	56.6	47.4		50.4			55.3	49.1	46.9	48.0	44.4	45.4	47.9	44.3	46.0	51.6	46.3	
Number	13	20		8			19	14	15	26	8	4	30	13	12	96	55	
Local Mean Difference	9.2 ←						6.2 ←			3.6 ←			3.6 ←					
Best Match Mean Difference							8.4 ←			2.6 ←								
Child's Emotional Adjustment	49.1	50.0	53.5	51.6	53.5		50.6	50.0	55.2	46.8	45.5	48.5	54.0	47.2	51.2	50.4	49.2	
Number	17	88	6	15	6		24	29	45	38	20	27	39	35	30	133	178	
Local Mean Difference													6.8 ←					
Best Match Mean Difference			→ 4.4						→ 4.6				2.8 ←					
Parent Visits to School	49.7	48.8	47.1	51.3	47.1		51.5	48.0	47.1	47.9	48.7	47.7	57.6	50.0	46.9	51.6	48.5	
Number	17	77	3	10	3		21	26	23	30	19	23	35	31	18	113	156	
Local Mean Difference				4.2 ←			3.5 ←						7.6 ←			3.1 ←		
Best Match Mean Difference	2.6 ←			4.2 ←			4.4 ←						10.7 ←					
Parent Child Interaction	48.4	53.4	53.0	48.3	53.0		48.4	45.8	53.9	51.2	49.4	49.0	51.1	51.4	50.5	49.5	50.6	
Number	13	72	3	9	3		15	21	38	19	15	17	25	26	13	81	137	
Local Mean Difference		→ 5.0			→ 4.7		2.6 ←											
Best Match Mean Difference			→ 4.6						→ 5.5									
Parent Locus	52.5	49.6	44.0	52.5	44.0		47.3	49.5	50.7	47.2	51.3	52.1	52.7	52.0	44.0	50.4	49.3	
Number	15	86	6	15	6		23	28	45	37	18	27	39	35	30	129	173	
Local Mean Difference	2.9 ←			8.5 ←							→ 4.1							
Best Match Mean Difference	8.5 ←			8.5 ←					→ 3.4			→ 4.9	8.7 ←					
BEST MATCH SITE	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA					

Table A8-5 (Continued)

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974)
FOR COHORT II SITES IN DIM MODEL

	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School's Receptivity	51.2	49.2	42.7	41.4		42.7	50.2	51.7	46.2	43.9	44.3	48.1	51.5	51.3	47.5	47.6	47.8	
Number	16	83	6	15		6	21	28	45	37	18	25	39	34	30	128	169	
Local Mean Difference													4.0 ←					
Best Match Mean Difference	8.5 ←						4.0 ←					→ 4.2						
Talks with Teacher	45.9	47.8	44.2	48.4		44.2	50.6	53.6	46.0	52.5	48.7	46.9	50.5	49.9	47.0	49.6	48.8	
Number	17	77	3	10		3	22	26	23	30	20	23	35	31	18	114	157	
Local Mean Difference				4.2 ←				→ 3.0		3.8 ←								
Best Match Mean Difference				4.2 ←			4.6 ←			5.6 ←			3.5 ←					
School Helped Parent Personally	52.8	47.4	45.7	51.0		45.7	48.4	48.9	47.5	49.0	45.0	44.4	57.4	48.9	49.1	51.7	47.2	
Number	17	87	6	14		6	24	29	46	39	21	27	39	35	30	103	178	
Local Mean Difference	5.4 ←			5.3 ←						4.0 ←			8.5 ←			4.5 ←		
Best Match Mean Difference	7.1 ←			5.3 ←						4.6 ←			8.3 ←					
Satisfaction with Teacher	46.0	48.3	51.2	52.2		51.2	50.4	48.3	48.5	49.7	48.9	48.8	53.8	46.4	51.0	50.4	48.6	
Number	15	82	6	12		6	21	28	38	34	15	26	37	35	29	119	166	
Local Mean Difference													7.4 ←					
Best Match Mean Difference			→ 5.2										2.8 ←					
BEST MATCH SITE	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA					

Figure A8-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN DIM MODEL HIGHLIGHTED

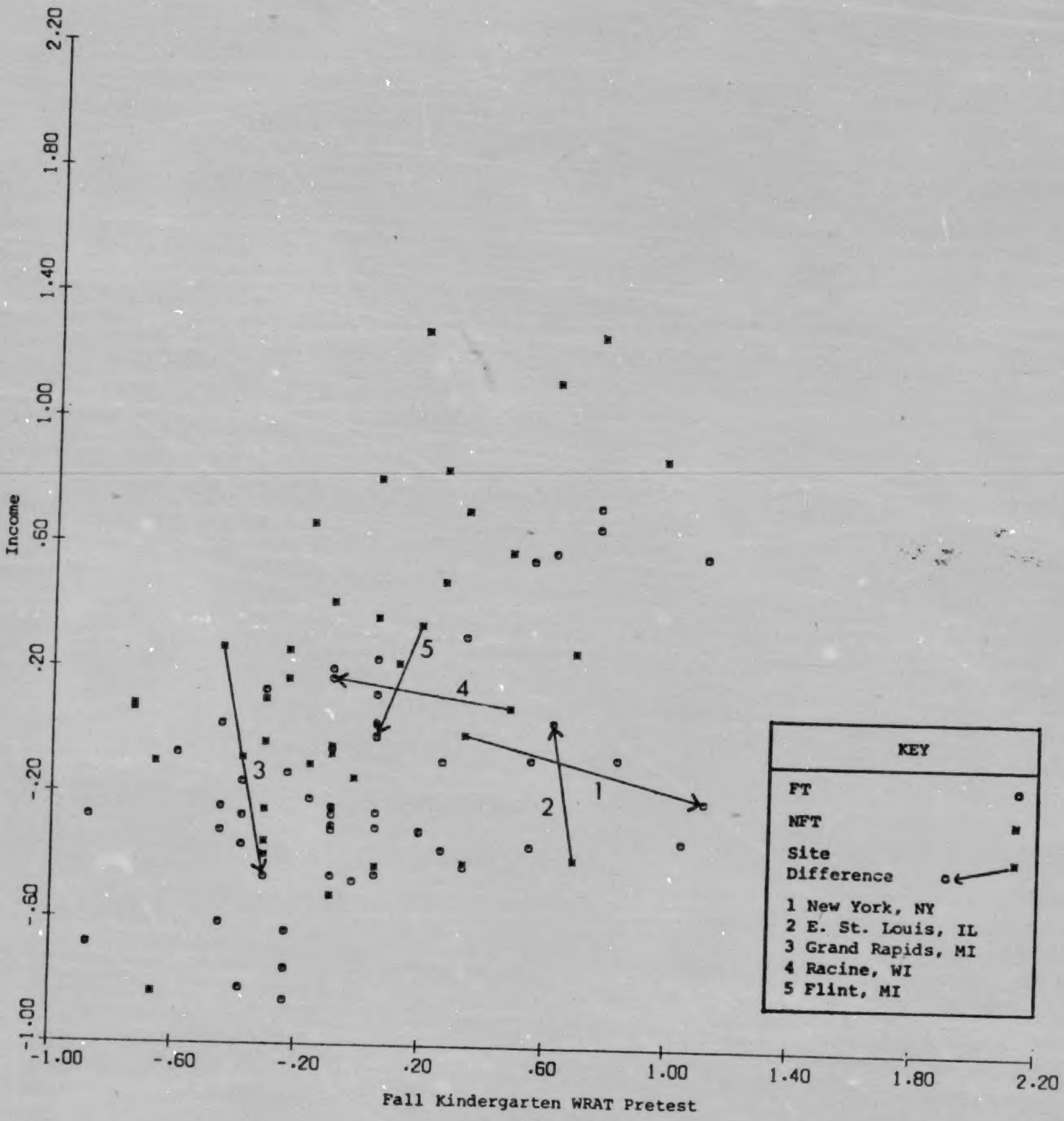


Figure A8-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN DIM MODEL HIGHLIGHTED

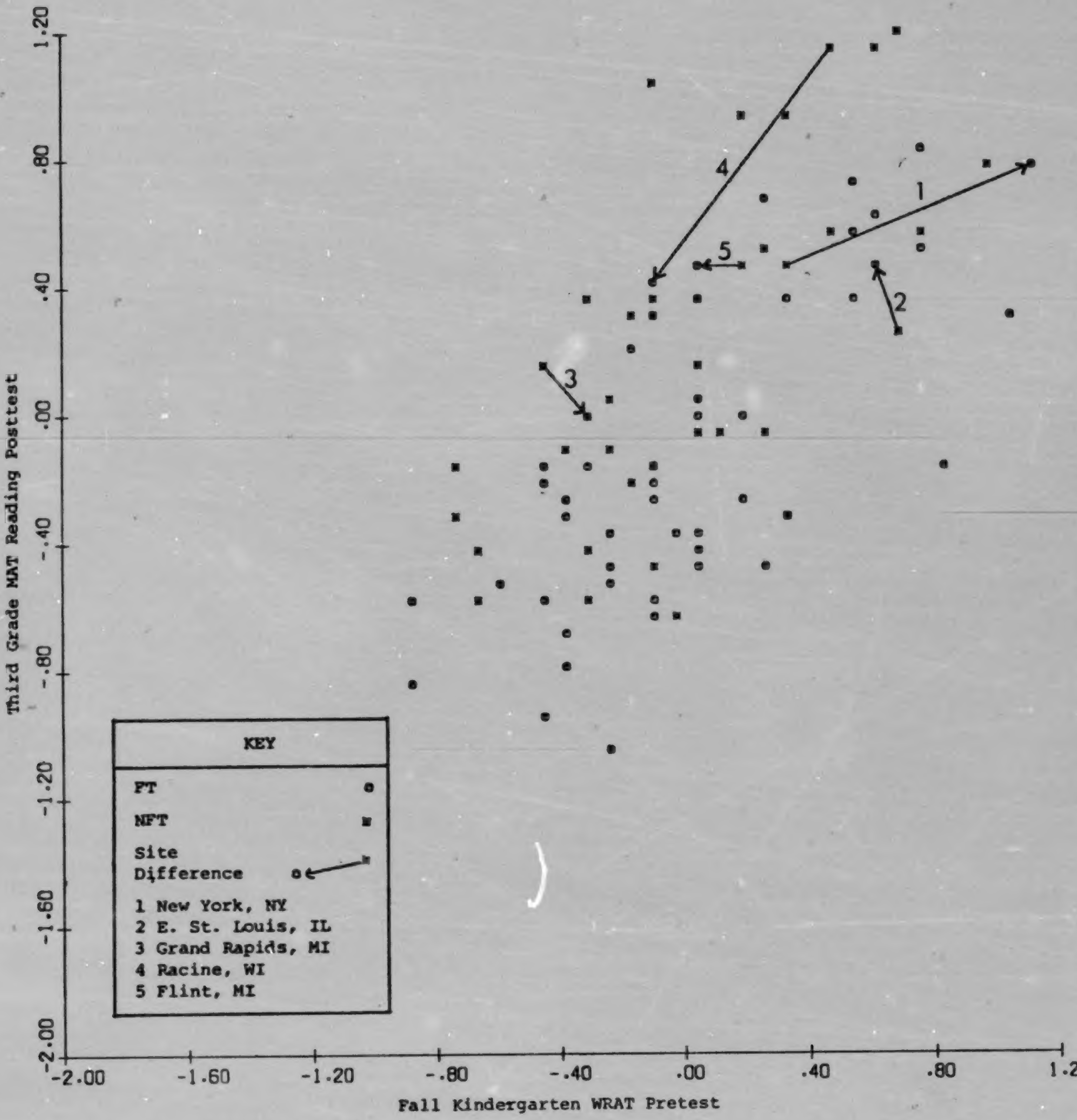
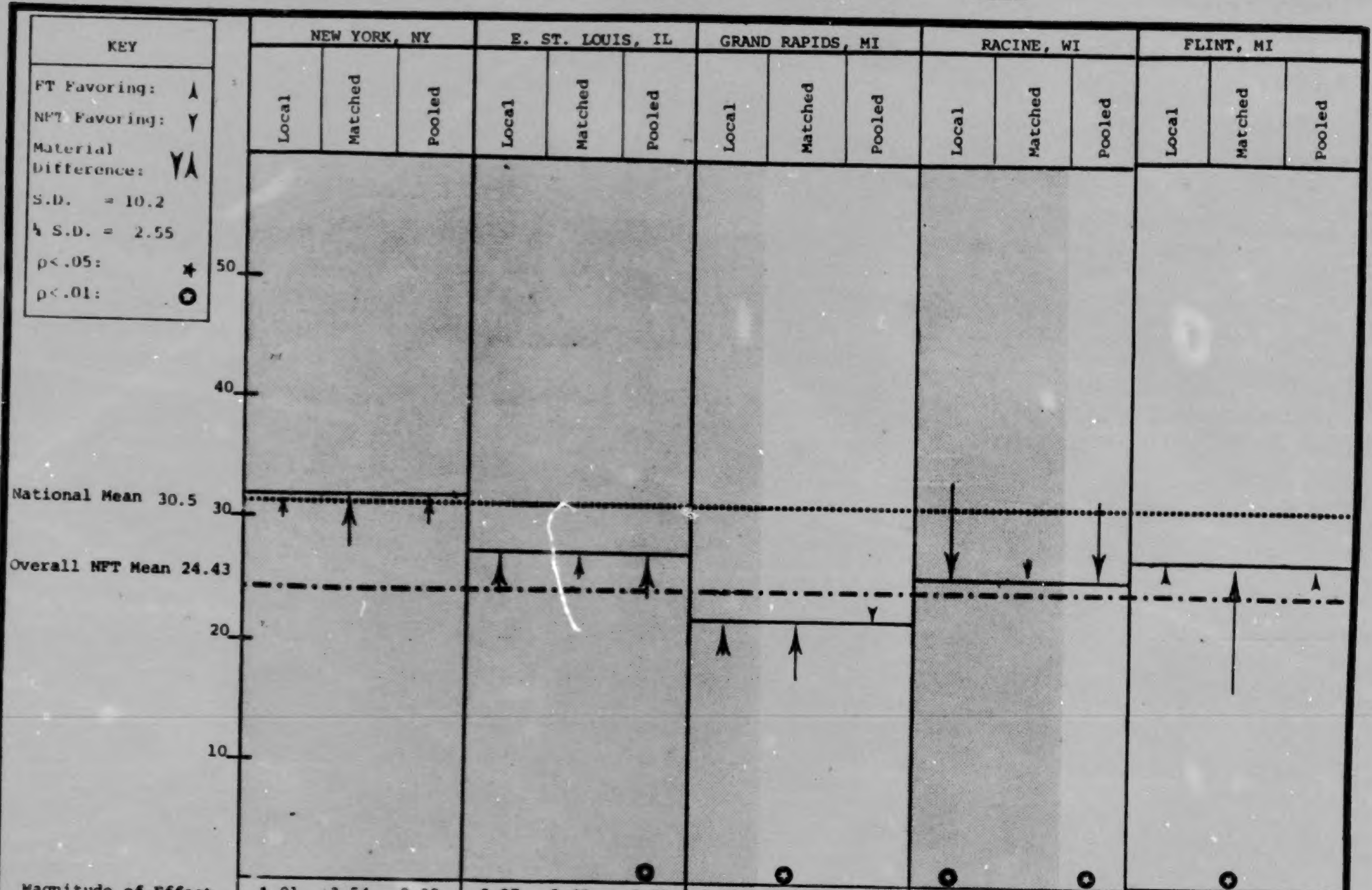


Table A8-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN DIM MODEL

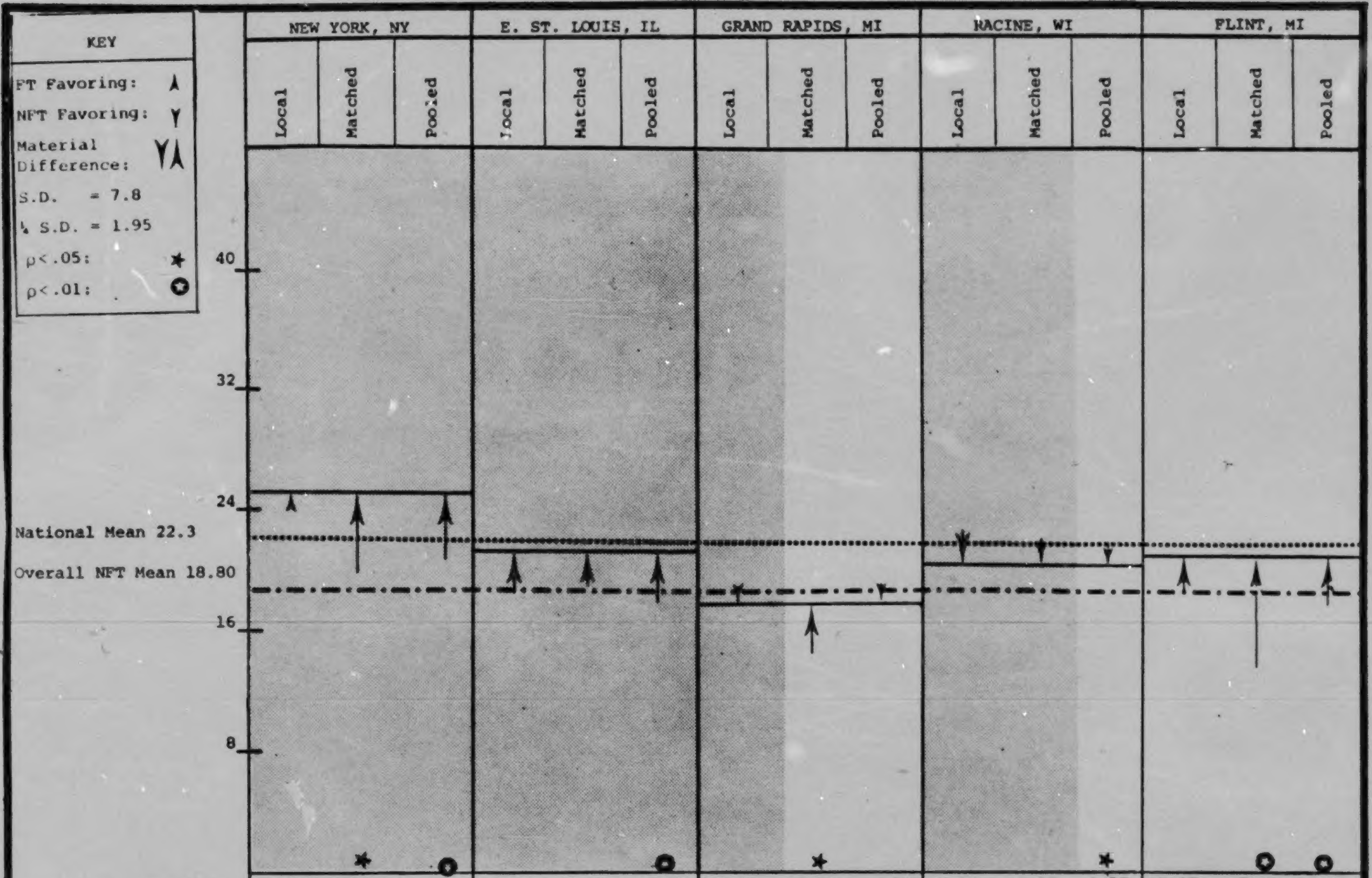


	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	1.01	3.54	2.22	2.87	2.49	3.39	2.67	5.36	-1.39	-8.15	-2.29	-7.12	.26	10.59	.92
Standard Error	2.54	2.85	1.31	2.83	2.20	1.12	2.35	1.85	.87	2.77	2.31	1.00	2.48	1.35	.88
FT Mean	30.65			27.68			22.36			26.81			27.49		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		

FKW FKW FKW PS PS FKW PS FKW PS
PS PS

Table A8-7

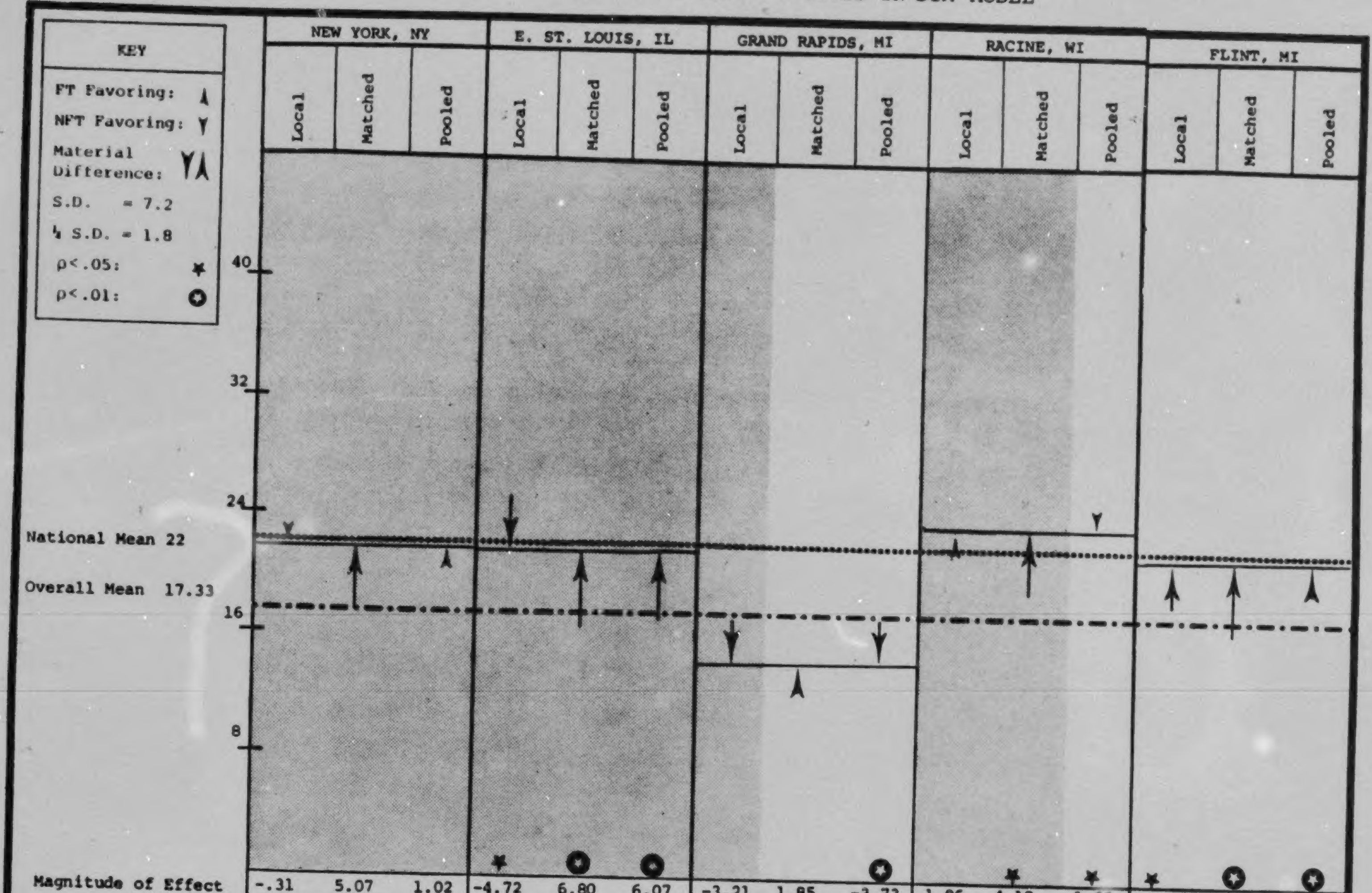
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.78	5.39	4.40	2.70	2.39	3.40	-1.17	3.42	-.06	-2.33	-.16	-1.57	2.27	7.42	3.15
Standard Error	1.91	2.02	1.16	2.63	1.75	.94	1.77	1.31	.60	2.09	1.64	.72	1.86	1.02	.73
FT Mean	25.00			21.52			17.57			20.66			21.16		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table A8-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN DIM MODEL



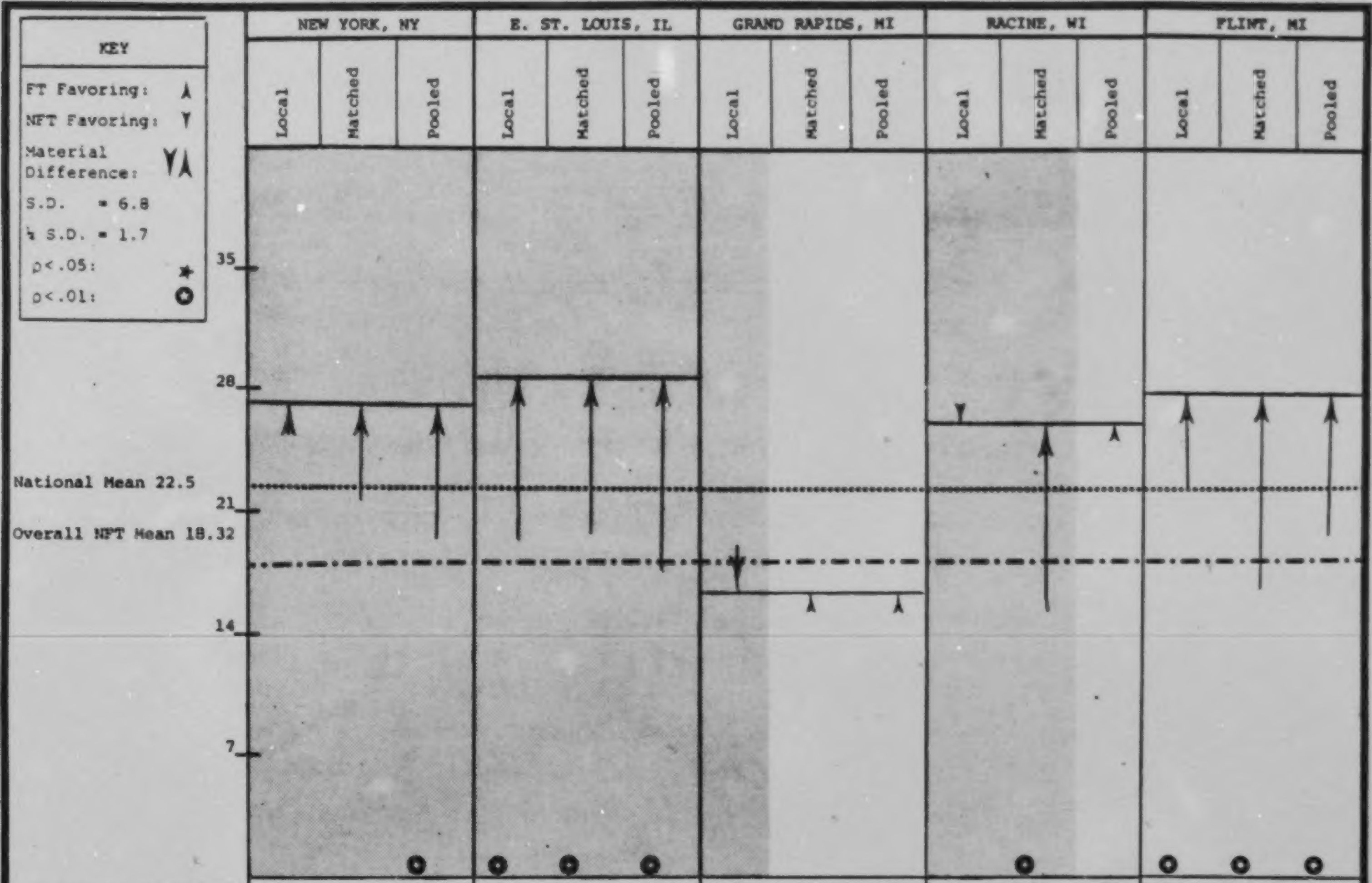
	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	E. ST. LOUIS, IL Local	E. ST. LOUIS, IL Matched	E. ST. LOUIS, IL Pooled	GRAND RAPIDS, MI Local	GRAND RAPIDS, MI Matched	GRAND RAPIDS, MI Pooled	RACINE, WI Local	RACINE, WI Matched	RACINE, WI Pooled	FLINT, MI Local	FLINT, MI Matched	FLINT, MI Pooled
Magnitude of Effect	-.31	5.07	1.02	-4.72	6.80	6.07	-3.21	1.85	-3.73	1.06	4.18	-1.66	3.94	7.37	2.30
Standard Error	1.87	2.85	1.08	2.09	1.88	.84	1.73	1.26	.59	2.04	1.57	.72	1.83	.89	.61
FT Mean	21.84			21.77			14.71			23.08			20.68		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		

FKW FKW FKW PS PS FKW PS FKW PS
PS PS

B-143

Table A8-9

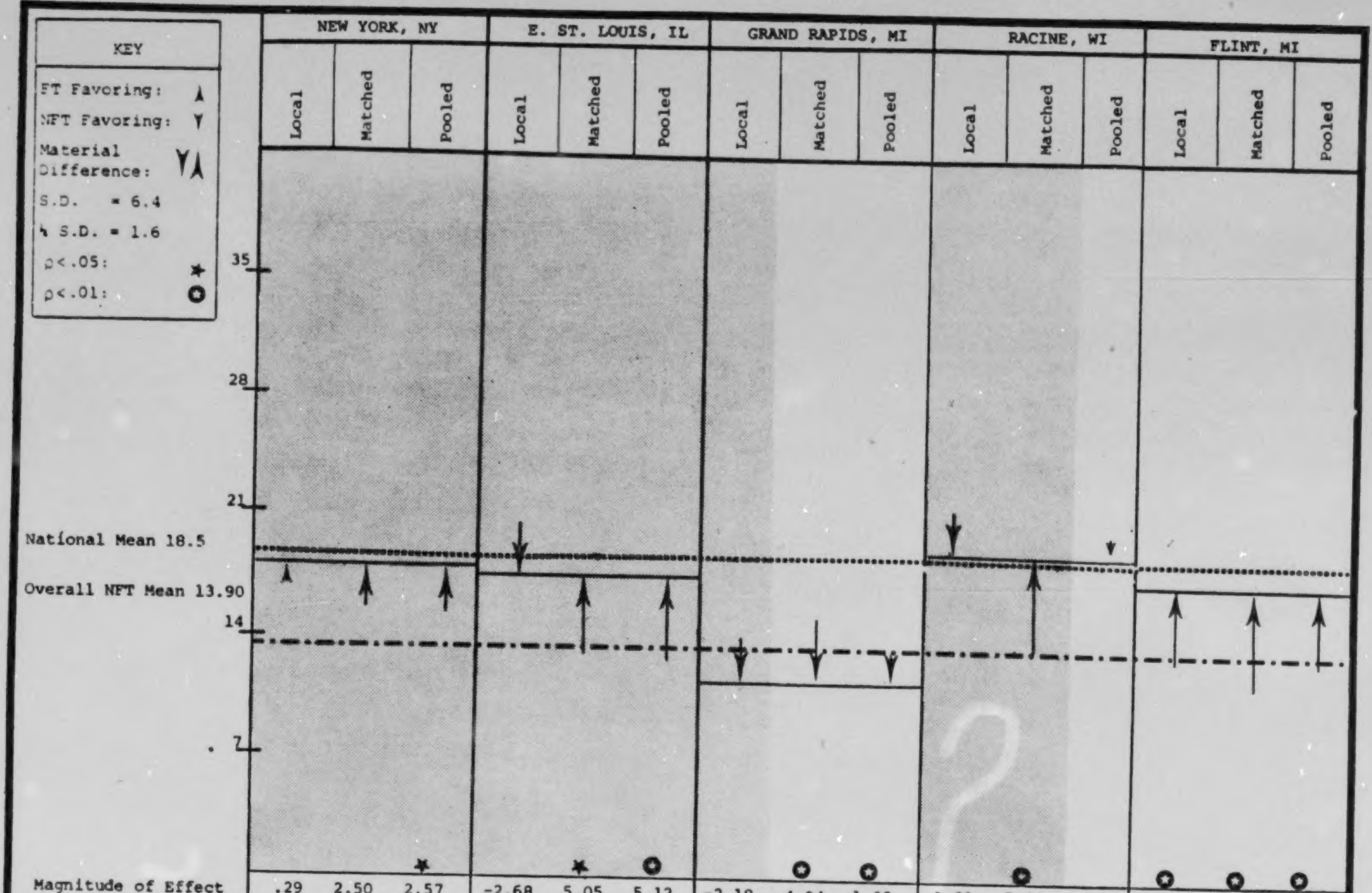
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	E. ST. LOUIS, IL Local	E. ST. LOUIS, IL Matched	E. ST. LOUIS, IL Pooled	GRAND RAPIDS, MI Local	GRAND RAPIDS, MI Matched	GRAND RAPIDS, MI Pooled	RACINE, WI Local	RACINE, WI Matched	RACINE, WI Pooled	FLINT, MI Local	FLINT, MI Matched	FLINT, MI Pooled
Magnitude of Effect	1.74	5.72	7.29	9.89	9.75	11.08	-1.70	.08	.32	-.41	8.57	.70	7.08	12.87	8.28
Standard Error	1.90	2.87	1.50	2.11	1.64	.76	1.76	1.31	.58	2.08	1.60	.77	1.85	1.00	.71
FT Mean	27.07			28.77			16.11			26.90			28.03		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table A8-10

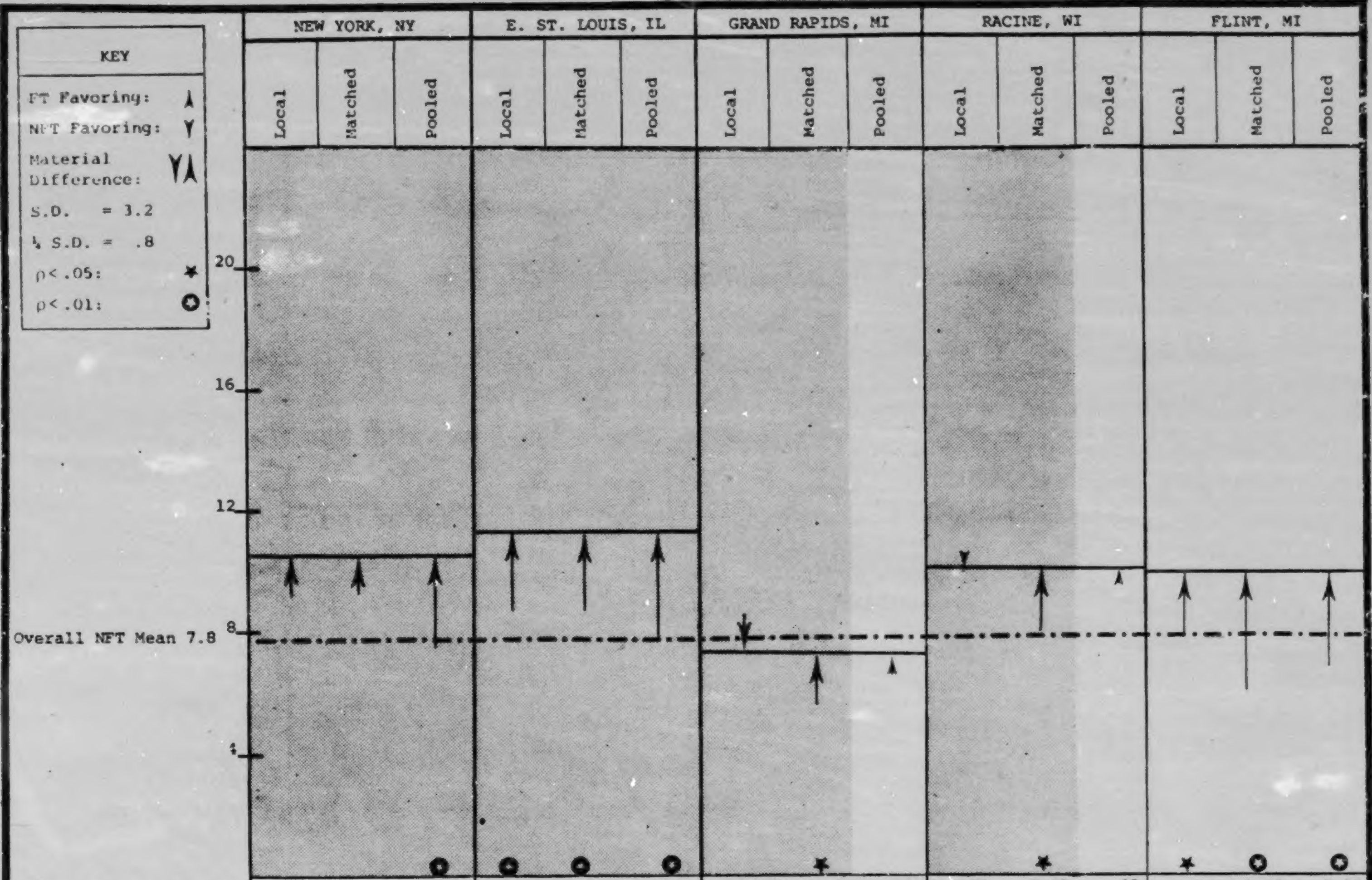
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.29	2.50	2.57	-2.68	5.05	5.12	-2.18	-4.04	-1.62	-1.81	5.38	-.98	5.01	6.72	4.74
Standard Error	1.81	3.13	1.09	2.01	1.95	.82	1.68	1.12	.55	1.98	1.41	.68	1.76	.90	.64
FT Mean	18.19			17.66			11.72			18.79			17.56		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table A8-11

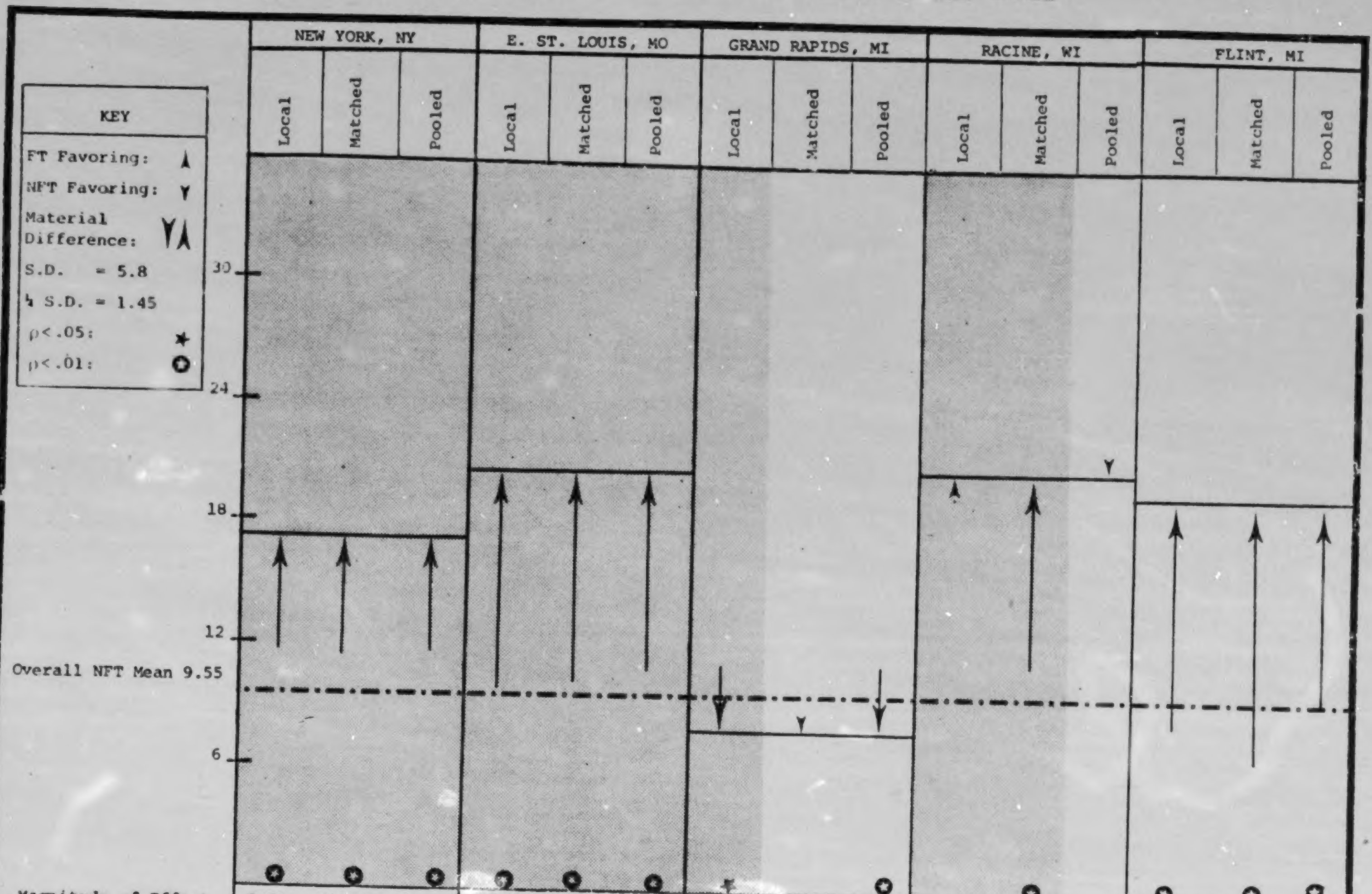
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
			✪	✪	✪	✪		★			★		★	✪	✪
Magnitude of Effect	1.32	1.24	2.97	2.62	2.54	3.53	-1.30	1.61	.09	-.57	2.08	.43	2.08	3.94	3.10
Standard Error	.79	.89	.42	.87	.66	.35	.73	.69	.32	.86	.83	.40	.77	.46	.30
FT Mean	10.55			11.45			7.49			10.19			10.04		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E.St.Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table A8-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN DIM MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	E. ST. LOUIS, MO Local	E. ST. LOUIS, MO Matched	E. ST. LOUIS, MO Pooled	GRAND RAPIDS, MI Local	GRAND RAPIDS, MI Matched	GRAND RAPIDS, MI Pooled	RACINE, WI Local	RACINE, WI Matched	RACINE, WI Pooled	FLINT, MI Local	FLINT, MI Matched	FLINT, MI Pooled
	✪	✪	✪	✪	✪	✪	★		✪		✪		✪	✪	✪
Magnitude of Effect	5.79	6.20	5.93	10.59	10.52	9.68	-3.31	-.08	-3.29	.37	9.40	-.07	11.11	12.67	10.20
Standard Error	1.66	2.00	1.08	1.84	1.65	.89	1.54	.83	.35	1.81	1.69	.90	1.62	.94	.69
FT Mean	17.13			20.61			8.00			20.69			19.57		
No. of FT Children	31			56			103			62			77		
Matched NFT Site	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA		
	FKW	FKW PS	FKW PS	PS	PS	FKW	PS			FKW	PS				

Table A8-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR DIM MODEL

Sponsor 7		NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI		
		FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION	*Number*	75	773	848	104	153	257	344	174	518	145	98	243	200	117	317
CHILDREN RETAINED	*Percent*	41.3	31.7	32.5	53.8	13.7	30.0	29.9	29.9	29.9	42.8	38.8	41.2	38.5	35.9	37.5
	Number	31	245	276	56	21	77	103	52	155	62	38	100	77	42	119
No WRAT	*Percent*	6	6	6	5	0	4	27	4	19	8	5	7	3	2	3
	Number	2	15	17	3	0	3	28	2	30	5	2	7	2	1	3
No Income	*Percent*	16	62	57	77	76	77	75	40	63	32	26	30	30	5	21
	Number	5	153	158	43	16	59	77	21	98	20	10	30	23	2	25
WRAT Score	*Mean*	45	33	35	38	39	38	25	24	25	28	36	31	30	32	31
	Standard Deviation	14	15	15	12	14	13	10	11	11	13	15	14	13	14	13
	Number	29	230	259	53	21	74	75	50	125	57	36	93	75	41	116
Income	*Mean*	5019	5440	5347	5538	4300	5194	4115	6193	5246	5916	5768	5857	5444	6500	5893
	Standard Deviation	2100	2561	2465	3430	2928	3263	1894	2610	2518	3143	3264	3169	2794	2848	2851
	Number	26	92	118	13	5	18	26	31	57	42	28	70	54	40	94
CHILDREN NOT RETAINED	*Percent*	58.7	68.3	67.5	46.2	86.3	70.0	70.1	70.1	70.1	57.2	61.2	58.8	61.5	64.1	62.5
	Number	44	528	572	48	132	180	241	122	363	83	60	143	123	75	198
No WRAT	*Percent*	9	13	12	8	46	36	53	5	37	10	3	7	8	13	10
	Number	4	67	71	4	61	65	128	6	134	8	2	10	10	10	20
No Income	*Percent*	18	69	65	58	81	75	81	48	70	34	28	31	37	39	37
	Number	8	364	372	28	107	135	195	59	254	28	17	45	45	29	74
WRAT Score	*Mean*	42	32	33	33	31	32	26	28	27	27	25	26	30	25	28
	Standard Deviation	13	16	16	12	16	14	12	14	13	14	13	14	13	12	13
	Number	40	461	501	44	71	115	113	116	229	75	58	133	113	65	178
Income	*Mean*	5444	5835	5765	3975	4000	3989	5109	6079	5670	5482	6767	6046	6058	5554	5871
	Standard Deviation	2954	2875	2885	2653	2521	2550	2231	2784	2599	3070	3090	3129	2795	2629	2735
	Number	36	164	200	20	25	45	46	63	109	55	43	98	78	46	124

Table A8-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE DIM MODEL

	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPID, MI			RACINE, WI			FLINT, MI			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Match		Local Match			Local	Match		Local	Match		Local	Match		Local	Match
Fall Kindergarten WRAT																		
Mean	44.6	33.3	39.3	37.9	39.3		25.3	23.6	25.2	27.8	35.9	26.6	30.3	32.0	28.3	33.2	32.8	
Standard Deviation	13.6	14.7	14.5	11.8	14.5		10.0	11.5	10.8	12.8	15.4	13.6	12.7	13.9	13.1			
Highest Occupation in Household																		
Mean	14.3	14.3	12.6	13.6	12.6		13.3	14.0	13.4	14.0	13.8	14.2	13.1	13.7	13.5	13.7	13.7	
Standard Deviation	1.8	2.1	.5	2.3	.5		1.6	2.4	1.7	1.9	2.3	1.8	1.5	1.7	1.8			
Family Income in Dollars																		
Mean	5019	5440	4300	5538	4300		4115	6193	4271	5916	5768	5725	5444	6500	4914	5206	5640	
Standard Deviation	2100	2561	2928	3430	2928		1894	2610	2338	3143	3264	2697	2794	2848	2475			
Missing Income Information																		
No. Missing	5	153	16	43	16		77	21	5	20	10	7	23	2	31			
Valid Cases	26	92	5	13	5		26	31	48	42	28	20	54	40	35			
Ethnic Membership/Race																		
Percent White	0	0	0	0	0		9	18	0	32	24	22	6	17	0	9	12	
Percent Black	94	78	100	100	100		89	76	100	63	66	59	92	81	92	88	80	
Sex (Percent Male)	48	47	52	50	52		44	56	36	60	50	52	47	48	53	50	51	
Entry Age in Months																		
Mean	55.7	54.7	56.6	54.9	56.6		55.4	55.8	54.2	55.7	56.3	58.0	55.0	56.3	54.9	55.3	55.9	
Standard Deviation	2.7	3.5	4.8	3.1	4.8		3.5	3.5	3.9	4.6	4.8	4.1	3.5	3.5	4.4			
Percent with English as First Language	97	80	100	100	100		98	100	100	97	95	100	100	100	98	98	95	
MATCHED SITE	E. St. Louis, IL			Local			Jacksonville, FL			Wichita, KS			Los Angeles, CA					

Table A8-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE DIM MODEL

	NEW YORK, NY			E. ST. LOUIS, IL			GRAND RAPIDS, MI			RACINE, WI			FLINT, MI			SPONSOR'S SITES			ALL SITES	
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match[d]	FT	NFT
Total Reading Mean	55.65	49.03	44.57	49.20	44.57		39.93	43.83	31.72	47.47	62.34	48.26	48.65	48.17	28.24	48.18	49.59		38.36	43.5
Standard Deviation	15.86	19.17	16.50	17.07	16.50		14.90	18.13	13.78	17.36	16.35	19.26	16.66	17.69	13.17					
Total Mathematics Mean	67.10	59.05	46.91	68.20	46.91		42.53	48.92	37.21	68.77	75.82	49.63	66.26	53.41	37.09	62.57	56.82		45.83	49.3
Standard Deviation	20.40	23.80	21.38	18.65	21.38		16.99	20.76	13.46	17.74	20.59	19.10	19.06	16.86	11.24					
Language Mean	27.68	17.72	19.14	32.05	19.14		15.49	19.25	14.00	30.89	32.84	17.93	29.61	17.41	12.27	27.14	21.27		16.24	17.5
Standard Deviation	9.37	8.63	7.34	9.81	7.34		5.44	9.32	6.07	10.02	9.25	8.29	9.40	9.70	4.88					
Spelling Mean	25.74	23.84	21.38	23.21	21.38		17.25	20.00	10.38	21.03	31.53	20.70	22.70	23.79	11.30	21.99	24.11		15.73	18.9
Standard Deviation	9.72	12.57	11.43	11.32	11.43		11.35	12.10	11.49	11.51	8.74	12.63	10.75	12.25	11.76					
Raven's Progressive Matrices Mean	18.29	18.34	20.19	18.12	20.19		16.95	18.83	17.47	18.18	21.47	18.48	18.69	17.62	15.18	18.05	19.29		18.26	19.0
Standard Deviation	4.72	4.72	4.38	4.71	4.38		4.13	4.46	5.08	5.29	4.16	3.83	5.26	4.35	4.40					
Coopersmith's Self-Esteem Mean	38.94	36.16	36.67	36.50	36.67		35.48	37.15	35.28	37.66	37.32	38.11	35.64	38.12	35.05	36.94	37.08		35.25	36.5
Standard Deviation	5.73	7.08	6.57	8.45	6.57		6.63	7.43	7.13	7.01	8.02	8.11	7.21	7.02	8.62					
IARS - Locus Negative Mean	10.94	10.85	11.05	10.71	11.05		9.85	9.69	9.47	10.42	10.71	9.11	9.92	10.07	9.06	10.37	10.47		9.69	9.6
Standard Deviation	3.57	2.87	2.11	2.76	2.11		2.55	2.91	2.78	2.83	2.65	2.67	2.91	2.24	2.67					
IARS - Locus Positive Mean	16.07	15.81	16.57	15.84	16.57		15.80	15.85	15.40	15.87	16.87	16.04	15.58	15.38	15.38	15.83	16.10		15.13	15.6
Standard Deviation	2.83	2.91	3.06	2.99	3.06		2.09	3.08	2.95	2.10	2.17	1.72	3.13	3.04	2.63					
Word Knowledge Mean	30.65	27.63	25.29	27.68	25.29		22.36	24.96	17.72	26.81	37.18	28.56	27.49	28.21	15.18	27.00	28.65		21.42	24.6
Standard Deviation	9.15	11.22	9.60	9.93	9.60		9.34	10.75	8.14	10.19	10.22	11.76	9.53	10.74	8.98					
Reading Mean	25.00	21.40	19.29	21.52	19.29		17.57	18.87	14.00	20.66	25.16	19.70	21.16	19.95	13.06	21.18	20.93		16.94	18.9
Standard Deviation	7.26	8.72	7.60	7.82	7.60		6.41	8.13	6.29	7.94	7.62	8.24	7.63	7.84	5.32					
Mathematics Computations Mean	27.07	23.37	19.38	28.77	19.38		16.11	17.71	15.23	26.90	29.21	18.15	28.03	21.88	14.27	25.38	22.31		17.7	18.0
Standard Deviation	7.98	8.78	7.20	6.51	7.20		6.25	7.79	6.25	6.13	6.51	7.10	7.18	6.22	4.60					
Mathematics Concepts Mean	21.84	19.77	14.76	21.77	14.76		14.71	17.54	12.02	23.08	25.26	18.30	20.68	17.88	12.61	20.42	19.04		15.49	17.3
Standard Deviation	6.97	8.73	8.42	6.94	8.42		6.48	7.63	5.18	7.22	7.79	7.60	6.85	6.57	5.23					
Mathematics Problem Solving Mean	18.19	15.91	12.76	17.66	12.76		11.72	13.67	9.96	18.79	21.34	13.19	17.56	13.64	10.21	16.78	15.47		12.63	13.96
Standard Deviation	7.10	8.04	9.24	6.95	9.24		5.77	7.09	4.28	6.57	7.93	6.52	6.83	6.31	3.80					
Language Part A Mean	10.55	8.31	8.91	11.45	8.91		7.49	8.56	6.57	10.19	11.32	7.70	10.04	8.19	5.77	9.94	9.06		7.37	7.83
Standard Deviation	2.83	3.01	3.08	2.80	3.08		3.28	3.12	3.10	3.29	2.55	3.88	2.93	3.63	2.83					
Language Part B Mean	17.13	9.42	10.24	20.61	10.24		8.00	10.69	7.43	20.69	21.53	10.22	19.57	9.21	6.50	17.20	12.22		8.87	9.7
Standard Deviation	7.29	6.86	5.46	7.70	5.46		3.39	6.97	4.39	7.78	7.99	5.70	7.22	7.32	3.46					
BEST MATCH SITE	E. St. Louis, IL			Local			Jacksonville, FL			Witchita, KS			Los Angeles, CA							

Table A8-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE DIM MODEL

	NEW YORK, NY		E. ST. LOUIS, IL		GRAND RAPIDS, MI		RACINE, WI		FLINT, MI	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian										
Percent		0								
Number		1								
Black										
Percent	94	78	100	100	89	76	63	66	92	81
Number	29	190	56	21	92	39	39	25	71	34
Oriental										
Percent		12								
Number		29								
Mexican American										
Percent					2	4	5	10		2
Number					2	2	3	4		1
Puerto Rican										
Percent	6	8								
Number	2	20								
Other Spanish Surname *Percent*		0								
Number		1								
White										
Percent					9	18	32	24	6	17
Number					9	9	20	9	5	7
Other										
Percent		2				2			1	
Number		4				1			1	

Table A8-17

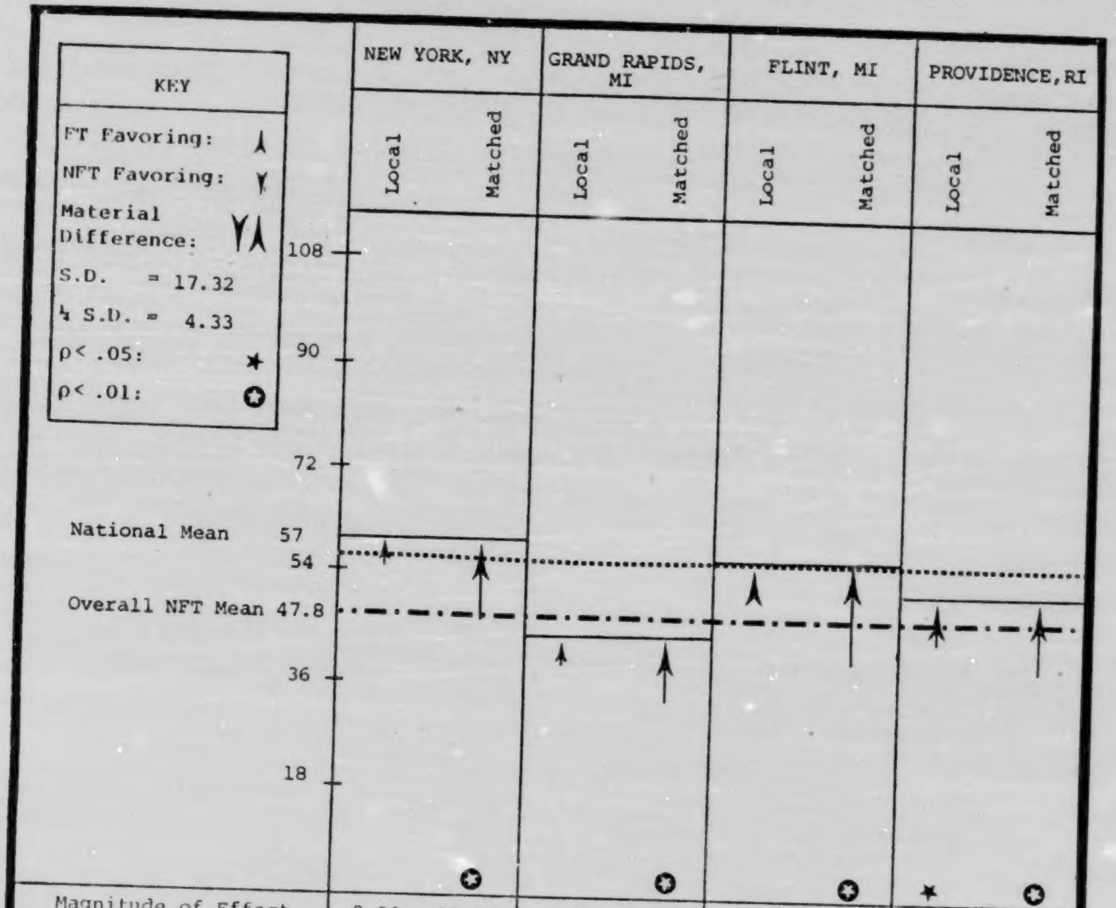
DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN DIM MODEL

	NEW YORK, NY			GRAND RAPIDS, MI			FLINT, MI			PROVIDENCE, RI			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Children in Analytic Sample															
Number	37	44	57	168	53	24	58	39	16	82	38	43	86	44	
Fall Kindergarten WRAT															
Mean Score	35.5	31.9	31.8	27.8	24.5	26.5	34.1	26.8	32.6	30.0	31.5	27.8	41.8	28.7	
Percent with Preschool	97	70	94	96	44	100	83	51	54	100	51	60	94	54	
Number Responding	34	10	33	129	50	24	53	39	11	78	37	42			
Children's Ethnicity															
Percent Black	95	93	91	92	85	96	100	97	100	72	45	65	90	80	
Percent White	0	0	0	4	11	4	0	0	0	28	50	7	8	15	
Percent Other	5	7	9	5	4	0	0	3	0	0	5	28	2	5	
Family Income in Median Dollars	4400	5000	4150	3867	4967	4800	4175	7500	3200	3133	5700	2581	3894	5792	
Number Responding	25	6	13	49	46	24	51	38	10	30	35	43			
Mother's Education															
Percent High School Graduates	55	50	50	35	34	48	39	42	46	53	68	42	46	48	
Number Responding	29	6	12	48	50	23	51	38	11	30	34	40			
Female Heads of Household															
Percent	41	14	36	40	42	58	67	36	36	87	38	40	59	32	
Teachers															
Number	2	3	3	8	9	1	6		3	5	14	11	5	9	
Teacher Education															
Percent B.A. or Less	0	0	33	38	22	100	0		33	20	21	73	14	14	
Percent More than B.A.	50	33	0	50	56	0	50		33	80	14	18	58	34	
Percent More than M.A.	50	67	67	12	22	0	50		33	0	64	9	28	51	
Teaching Experience															
Total Years	5.0	8.0	6.0	2.5	8.0	2.0	9.5		18.0	2.2	9.6	7.8	4.8	8.5	
BEST MATCH SITE	New York, NY*			Washington, DC			St. Louis, MO			Fresno, CA					

*New York's Best Matched Site is High/Scope's New York NFT group.

Table A8-18

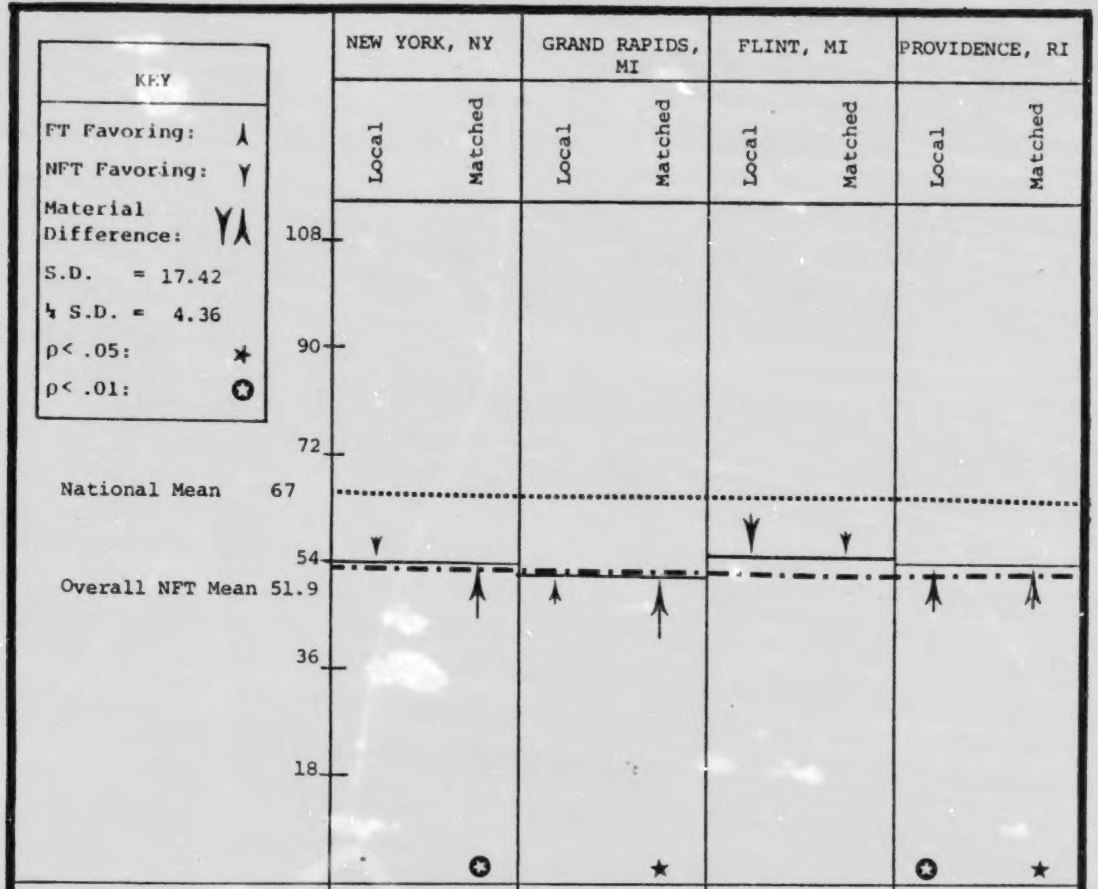
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN DIM MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	GRAND RAPIDS, MI Local	GRAND RAPIDS, MI Matched	FLINT, MI Local	FLINT, MI Matched	PROVIDENCE, RI Local	PROVIDENCE, RI Matched
Magnitude of Effect	2.26	12.51	1.13	13.83	4.75	17.13	7.26	12.46
Standard Error	3.02	3.28	2.27	3.35	2.69	4.66	2.72	3.86
FT Mean	62.8		44.8		57.8		52.6	
No. of FT Children	37		168		58		82	
Matched NFT Site	New York, NY		Washington, DC		St. Louis, MO		Fresno, CA	

Table A8-19

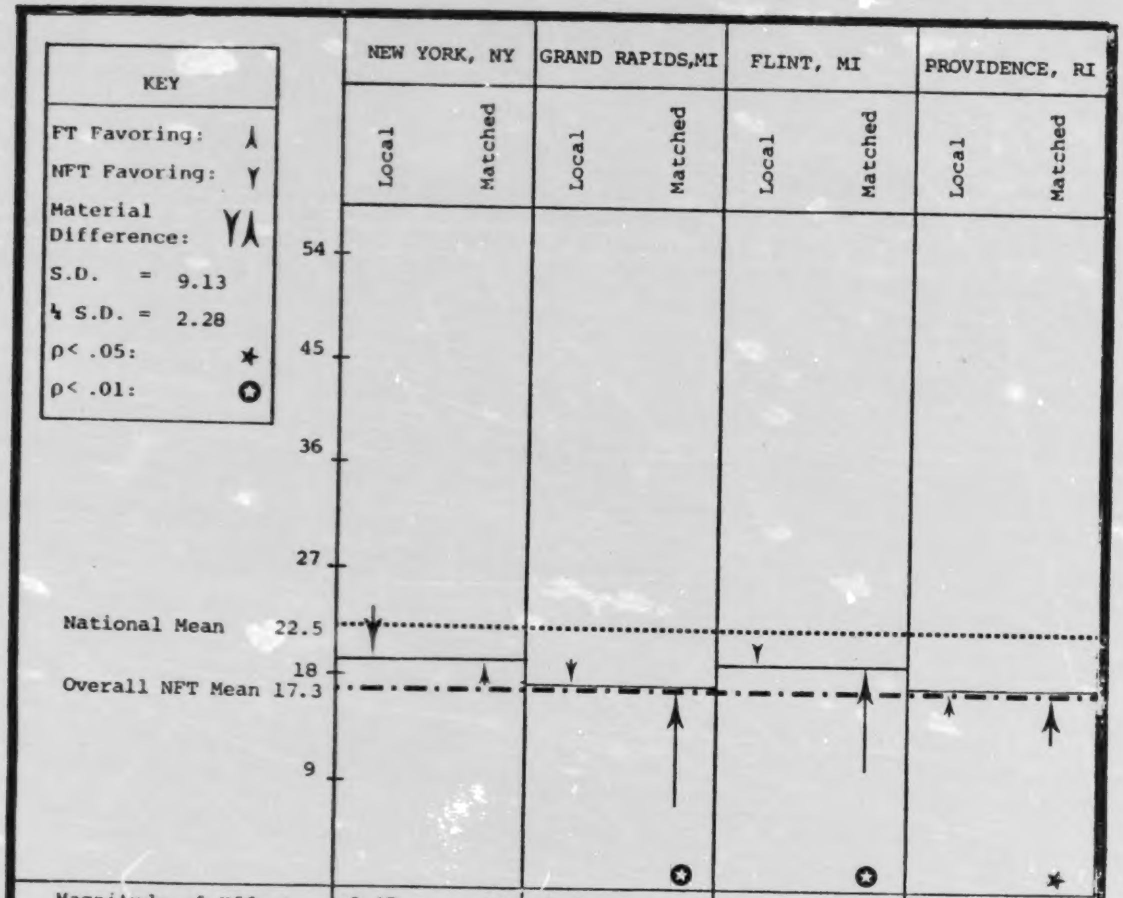
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN DIM MODEL



	NEW YORK, NY		GRAND RAPIDS, MI		FLINT, MI		PROVIDENCE, RI	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched
Magnitude of Effect	-.22	8.52	3.10	9.62	-5.03	-1.87	7.63	7.75
Standard Error	2.89	3.00	2.17	3.59	2.57	5.00	2.61	3.57
FT Mean	53.9		51.3		54.6		53.6	
No. of FT Children	37		168		58		82	
Matched NFT Site	New York, NY		Washington,DC		St. Louis, MO		Fresno,CA	

Table A8-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN DIM MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	GRAND RAPIDS,MI Local	GRAND RAPIDS,MI Matched	FLINT, MI Local	FLINT, MI Matched	PROVIDENCE, RI Local	PROVIDENCE, RI Matched
Magnitude of Effect	-3.47	.24	-1.47	9.98	-.32	8.94	.78	4.65
Standard Error	1.97	2.23	1.62	1.99	1.94	2.84	1.77	2.26
FT Mean	19.5		17.6		19.4		17.7	
No. of FT Children	37		168		58		82	
Matched NFT Site	New York, NY		Washington,DC		St. Louis,MO		Fresno, CA	

Table A8-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT III SITES IN DIM MODEL

	MAT Norm Population	New York, NY		Grand Rapids MN		Flint, MI		Providence, RI	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT
Reading									
Spring Second Grade Median	52.5	55.8	53.5	48.4	47.2	52.9	51.0	51.2	51.2
Percentile of Median	50.0	65.2	54.0	30.4	24.0	51.6	44.0	44.8	44.8
Grade Equivalent	2.65	3.0	2.8	2.3	2.3	2.7	2.5	2.5	2.5
Fall Kindergarten Median	-	23.4	22.3	17.6	18.5	20.5	17.9	18.5	20.1
Mathematics									
Spring Second Grade Median	57.0	52.4	50.5	51.3	50.4	52.8	53.2	51.7	51.5
Percentile of Median	50.0	25.6	18.0	21.2	17.6	27.2	29.2	22.8	22.0
Grade Equivalent	2.70	2.4	2.3	23.	2.3	2.4	2.4	2.3	2.3
Fall Kindergarten Median	-	16.0	12.6	14.9	11.3	15.0	13.0	14.2	11.0
Spelling									
Spring Second Grade Median	56.5	56.3	60.5	53.9	54.2	55.9	59.0	52.5	56.2
Percentile of Median	50.0	49.2	66.0	37.8	38.8	47.4	60.0	35.0	48.8
Grade Equivalent	2.85	2.8	3.2	2.6	2.6	2.8	3.0	2.5	2.8
Fall Kindergarten Median	-	22.8	21.1	19.2	17.9	22.0	19.0	20.8	20.5

Table A8-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE DIM MODEL

		NEW YORK, NY			GRAND RAPIDS, MI			FLINT, MI			PROVIDENCE, RI			SPONSOR'S SITES		
		FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match
Fall Kindergarten WRAT	*Mean*	35.5	31.9	31.8	27.8	24.5	26.5	34.1	26.8	32.6	30.0	31.5	27.8	31.8	28.7	
	Standard Deviation	10.5	11.2	12.7	9.4	9.8	12.5	12.3	10.4	11.7	11.9	13.2	10.1			
Highest Occupation in Household	*Mean*	14.0	12.9	14.0	13.0	13.8	14.0	13.7	13.4	12.5	13.3	15.7	13.2	13.5	14.0	
	Standard Deviation	1.6	0.7	2.1	1.2	2.3	1.9	1.9	1.5	0.9	1.4	2.6	1.9			
Family Income in Dollars	*Mean*	4900	5700	4985	4142	5511	4750	4447	7123	4510	3287	6105	3779	4194	6110	
	Standard Deviation	2619	1826	2639	2153	3049	2594	2329	2543	3124	1334	3197	2304			
Missing Income Information	*No. Missing*	12	38	44	119	7	0	7	1	6	52	3	0			
	Valid Cases	25	6	13	49	46	24	51	38	10	30	35	43			
Ethnic Membership/Race	*Percent White*	0	0	0	4	11	4	0	0	0	28	50	7	8	15	
	Percent Black	95	93	91	92	85	96	100	97	100	72	45	65	90	80	
Sex (Percent Male)		43	41	48	54	51	38	40	54	44	48	47	35	46	48	
Entry Age in Months	*Mean*	63.1	63.5	63.0	64.3	65.3	62.3	63.3	64.2	67.3	63.2	62.9	65.8	63.5	64.0	
	Standard Deviation	3.7	3.1	3.5	3.8	4.5	4.0	3.9	4.2	4.3	3.6	3.2	4.7			
Percent with English as First Language		97	93	96	99	100	100	100	97	100	100	94	86	99	96	
BEST MATCH SITE		New York, NY			Washington, DC			St. Louis, MO			Fresno, CA					

Table A8-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE DIM MODEL

	NEW YORK, NY			GRAND RAPIDS, MI			FLINT, MI			PROVIDENCE, RI			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match				
Spelling																
Mean	19.6	20.6	16.9	17.6	18.3	8.9	19.4	19.0	9.4	17.7	18.4	11.2	18.6	19.1	16.4	15.8
Standard Deviation	9.9	10.7	10.1	8.9	8.9	8.2	8.4	10.7	8.8	8.4	9.5	9.5				
Total Reading																
Mean	62.8	55.6	47.9	44.8	44.1	35.6	57.8	50.1	39.7	52.6	52.3	36.9	54.5	50.5	43.2	46.5
Standard Deviation	16.6	20.6	17.8	17.3	19.2	14.1	15.2	20.0	16.0	16.0	21.0	14.5				
Total Mathematics																
Mean	53.9	50.5	46.5	51.3	48.7	42.8	54.6	57.7	52.5	53.6	52.4	43.1	53.4	52.3	48.3	51.4
Standard Deviation	14.6	17.9	14.3	16.9	15.4	12.2	16.2	16.8	19.4	16.0	22.3	18.9				
BEST MATCH SITE	New York, NY*			Washington, D.C.			St. Louis, MO			Fresno, CA						

*New York's Best Matched Site is High/Scope's New York NFT group

Table A8-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE DIM MODEL

	NEW YORK, NY		GRAND RAPIDS, MI		FLINT, MI		PROVIDENCE, RI	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian								
Percent								
Number								
Black								
Percent	95	93	92	85	100	97	72	45
Number	35	40	154	45	58	38	59	17
Oriental								
Percent								5
Number								2
Mexican American								
Percent			4	2		3		
Number			6	1		1		
Puerto Rican								
Percent	5	7	1	2				
Number	2	3	2	1				
Other Spanish Surname								
Percent								
Number								
White								
Percent			4	11			28	50
Number			6	6			23	19
Other								
Percent								
Number								

Table A8-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE DIRECT INSTRUCTION MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
SEX = Sex
LANG = First Language
P0215622 = Income
ENTAGE = Entry Age
OCCUP = Occupation
NOINC = Missing Income
ETH1 = White vs. Black
ETH2 = White vs. Other
NOOCC = Missing Occupation

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.66516072	.50922190E-01
NOWRAT	-5.8817743	3.0157026
SEX	-.79468212	1.5834134
LANG	-2.7973909	6.5450231
P0215622	.44892380E-03	.29116083E-03
ENTAGE	-.14133112	.21886068
OCCUP	.38189843	.41156272
NOINC	-2.5564084	3.7933243
ETH1	1.1709837	2.2676570
ETH2	2.5799762	3.9719902
NOOCC	1.8487602	3.7757453

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.69992812	.72554045E-01
NOWRAT	-3.3645795	3.5914898
SEX	-1.4363829	1.8857341
LANG	-2.3174257	7.7946624
P0215622	.46778847E-03	.34675208E-03
ENTAGE	.19333821	.25040950
OCCUP	.54131951	.43014227
NOINC	-2.4477121	4.5235396
ETH1	4.3644049	2.7006201
ETH2	.64132925	4.7303611
NOOCC	1.4529940	4.4966472

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.38065848	.42311684E-01
NOWRAT	-2.6491587	2.0944660
SEX	-2.4491732	1.0947124
LANG	-7.1934975	4.5456409
P0215622	.16446136E-03	.20261704E-03
ENTAGE	-.16650592	.15156423
OCCUP	.17676710	.28583857
NOINC	-3.8743744	2.6300138
ETH1	-1.0573349	1.5749333
ETH2	2.4235532	2.7586249
NOOCC	2.6577921	2.6243309

MAT Language

VARIABLE	B	STD ERROR B
FKW	.31619777	.30242088E-01
NOWRAT	-1.7744540	1.4970103
SEX	-1.9687614	.78601455
LANG	-1.2240618	3.2489831
P0215622	.23536597E-03	.14453373E-03
ENTAGE	-.98019488E-01	.10854429
OCCUP	.14150395	.20430185
NOINC	.97069131	1.8855087
ETH1	.77260972	1.1256766
ETH2	2.3716449	1.9717164
NOOCC	-.85709918	1.8742994

Raven's

VARIABLE	B	STD ERROR B
FKW	.13204058	.17190757E-01
NOWRAT	-1.0180160	.85095775
SEX	1.3702698	.44680066
LANG	-1.9749350	1.0468459
P0215622	.46962869E-04	.82158488E-04
ENTAGE	-.40490023E-01	.51700713E-01
OCCUP	.48412517E-01	.11613287
NOINC	.71679403	1.0717951
ETH1	.88649597	.63967752
ETH2	.96605880	1.1267988
NOOCC	-.31835999	1.0654273

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.65883259E-01	.29047995E-01
NOWRAT	-1.5649139	1.4379016
SEX	-.83512275	.75497917
LANG	-.33630893	3.1206987
P0215622	.17462534E-03	.13832689E-03
ENTAGE	-.21284978E-01	.10425847
OCCUP	.27744179E-01	.14623510
NOINC	-3.0782808	1.3110604
ETH1	.51177342E-03	1.0912298
ETH2	1.2734121	1.8938641
NOOCC	2.3463755	1.9002936

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.37154051E-01	.11056763E-01
NOWRAT	.45120691E-01	.54731059
SEX	-.61002345	.25737755
LANG	-.23284740	1.1878556
P0215622	.57140062E-04	.52842752E-04
ENTAGE	-.20785463E-01	.37434707E-01
OCCUP	.31396324E-01	.74674481E-01
NOINC	.10506765	.50935729
ETH1	.13082345	.41155636
ETH2	-.53042307	.72007614
NOOCC	-.40727493	.62525967

Table A8-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FRW	.25441621E-01	.11462131E-01
NOWRAT	.68912044E-02	.54738566
SEX	-.14398372	.29740937
LANG	-.17922413E-01	1.2314053
PO215622	.14796333E-04	.54790096E-04
ENTAGE	-.12338744E-01	.41139645E-01
OCCUP	.54928428E-02	.77432962E-01
NOINC	-.80814615E-01	.71463143
ETH1	-.93847042E-01	.42604554
ETH2	-.11116087E-01	.74730522
NOOCC	.23686470E-01	.71038296

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FRW	.33052754	.36839088E-01
NOWRAT	-4.0954993	1.8235676
SEX	-.28532684	.95747552
LANG	-1.2953339	3.9577152
PO215622	.20597428E-03	.17606227E-03
ENTAGE	-.14916715	.13222210
OCCUP	.19731144	.24836819
NOINC	-2.1815356	2.2968130
ETH1	.10409192	1.3712313
ETH2	1.9744038	2.4018259
NOOCC	1.6530485	2.2841585

MAT Reading

VARIABLE	B	STD ERROR B
FRW	.28463318	.27745416E-01
NOWRAT	-1.7862750	1.3734228
SEX	-.41935523	.72112418
LANG	-1.5020167	2.9607594
PO215622	.24294952E-03	.13260158E-03
ENTAGE	.78360391E-02	.99563281E-01
OCCUP	.19458699	.18743546
NOINC	-.37487279	1.7298483
ETH1	1.0068918	1.0327450
ETH2	.60557230	1.3089389
NOOCC	.23571174	1.7195643

MAT Math Concepts

VARIABLE	B	STD ERROR B
FRW	.25863718	.27175747E-01
NOWRAT	-1.0449494	1.3452246
SEX	-.75434742E-01	.70631857
LANG	.77733884	2.9195605
PO215622	.17981525E-03	.12987096E-03
ENTAGE	.32594491E-01	.97538708E-01
OCCUP	.23124224	.18359717
NOINC	-.44273265	1.6943322
ETH1	1.3353902	1.0115414
ETH2	.10869857	1.7717091
NOOCC	.15864786	1.5842595

MAT Math Computations

VARIABLE	B	STD ERROR B
FRW	.21364595	.27557820E-01
NOWRAT	-1.2354558	1.3646316
SEX	-1.2500146	.71650832
LANG	-3.0333853	2.9616798
PO215622	.12362195E-03	.13175280E-03
ENTAGE	.10318050	.98945857E-01
OCCUP	.14469337	.18623571
NOINC	-.32186552	1.7187757
ETH1	.68161347	1.0261345
ETH2	-.92286358E-01	1.7973601
NOOCC	-.21450127	1.7085576

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FRW	.22264499	.26253048E-01
NOWRAT	-1.0341543	1.2945502
SEX	-.11091350	.68233692
LANG	-.61379274E-01	2.8204327
PO215622	.16414929E-03	.12546931E-03
ENTAGE	.57555215E-01	.94226975E-01
OCCUP	.16139391	.17705383
NOINC	-1.6831140	1.6358046
ETH1	1.8473962	.97719653
ETH2	.62951705	1.7116412
NOOCC	1.4988473	1.6270739

MAT Language Part A

VARIABLE	B	STD ERROR B
FRW	.92045702E-01	.11460982E-01
NOWRAT	-.50997617	.56732880
SEX	-.50060063	.29787952
LANG	-.77589365	1.2312819
PO215622	.44851977E-04	.54746607E-04
ENTAGE	-.41332139E-01	.41135523E-01
OCCUP	.39911578E-01	.77425203E-01
NOINC	.13350602E-01	.71455983
ETH1	-.31315828E-01	.42660279
ETH2	.89578875	.74723034
NOOCC	-.95212342E-01	.71031178

MAT Language Part B

VARIABLE	B	STD ERROR B
FRW	.22415207	.24099938E-01
NOWRAT	-1.2044779	1.1929120
SEX	-1.4621505	.62634946
LANG	-.44046812	2.5470091
PO215622	.19051309E-03	.11517494E-03
ENTAGE	-.56087349E-01	.86475415E-01
OCCUP	.10157237	.16280151
NOINC	.95224071	1.5025046
ETH1	.31392554	.89701510
ETH2	1.4758561	1.5711947
NOOCC	-.77279632	1.4935693

Table A9-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES FOR COHORT III SITES IN BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			TRENTON, NJ			KANSAS CITY, MO			LOUISVILLE, KY			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	50.4	61.2	50.6	60.0	49.9	53.8	58.8	57.0	49.4	59.6	49.7	43.7	54.9			57.0	52.6		56.8	54.1	
Number	5	5	3	8	9	3	4	3	14	8	11	6	5			6	7				
Local Mean Difference	→	10.8		10.1 ←						9.0 ←						4.4 ←			2.7 ←		
Best Match Mean Difference				6.2 ←			9.4 ←			15.9 ←											
Flexible Classroom	50.5	43.5	41.6	44.8	41.3	44.4	42.6	48.9	49.8	42.1	53.6	47.1	45.1			44.4	43.1		44.9	46.1	
Number	5	5	3	10	9	3	3	3	14	8	12	6	5			6	7				
Local Mean Difference	7.0 ←			3.5 ←			→	6.3		→	11.5										
Best Match Mean Difference	8.9 ←							→	7.2		→	5.0									
Individualization	56.8	41.9	35.3	51.9	40.8	37.4	51.1	47.7	56.5	60.0	51.1	49.3	48.1			53.9	51.4		53.6	46.6	
Number	5	5	3	10	9	3	4	3	14	8	12	6	5			6	7				
Local Mean Difference	14.9 ←			11.1 ←			3.4 ←			8.9 ←						2.5 ←			7.0 ←		
Best Match Mean Difference	21.5 ←			14.5 ←				→	5.4	10.7 ←											
Academic (vs. Emotional) Emphasis	51.6	50.5	60.6	58.6	54.4	55.9	50.8	56.8	51.4	58.1	51.7	46.2	48.3		74.5	49.4	48.2	74.5	52.8	56.0	
Number	5	5	3	10	9	3	4	3	14	8	12	6	5		1	7	7	1			
Local Mean Difference				4.2 ←			→	6.0		6.4 ←				→	26.2				→	3.2	
Best Match Mean Difference		→	9.0	2.7 ←						11.9 ←				→	26.2		→	25.1			
Satisfaction with Sponsor	52.9			49.7			50.2			46.8			54.6			49.1			50.6		
Number	6			7			3			8			5			7					
Local Mean Difference																					
Best Match Mean Difference																					
BEST MATCH SITE	New York, NY*			New York, NY**			Providence, RI			Buffalo, NY			Local			Kansas City, MO					

*New York's Best Matched Site is High/Scope's New York NFT group.

**Philadelphia's Best Matched Site is N.Y.U.'s New York NFT group.

Table A9-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Years in School																					
Mean	5.8	7.2	11.0	6.7	6.3	4.2	4.0	15.3	11.0	1.5	4.2	3.8	7.4	3.8	6.4	22.0		15.3	7.9	7.4	
Standard Deviation	2.1	5.6	8.5	5.1	6.1	7.2	1.0	2.3	8.5	1.4	7.2	4.7	9.4	2.9	10.1	9.3		2.3			
Number	4	22	2	10	30	4	3	3	2	6	4	20	7	15	22	4		3			
Years in Model																					
Mean	2.5			2.7			3.7			5.9			1.3			3.0			3.2		
Standard Deviation	.6			.8			1.2			12.0			.8			0					
Number	4			11			3			7			7			4					
Age in Years																					
Mean	32.8	36.5	39.5	37.0	35.4	32.2	29.3	43.7	39.5	33.9	32.2	30.2	27.2	44.0	40.2	52.5		43.7	35.4	38.4	
Standard Deviation	14.9	12.3	16.3	13.3	10.9	12.0	7.5	7.5	16.3	8.2	12.0	7.6	3.9	15.4	12.5	4.4		7.5			
Number	4	21	2	10	20	4	3	3	2	7	4	18	5	15	22	4		3			
Teacher Ethnicity																					
Percent White	100	62	0	27	55	50	100	100	0	43	50	37	29	33	62	25		100	54	60	
Percent Black	0	24	100	73	41	50	0	0	100	43	50	63	71	67	38	75		0	44	36	
Percent Spanish Surname	0	10	0	0	3	0	0	0	0	14	0	0	0	0	0	0		0	2	3	
Percent Other	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	1	
Number	4	21	2	11	29	4	3	3	2	7	4	19	7	15	21	4		3			
Teacher Certification																					
Percent None	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	
Percent Temporary	0	5	0	40	17	0	0	0	0	0	0	0	57	13	0	0		0	16	7	
Percent Renewable/Permanent	100	90	100	60	79	100	100	100	100	86	100	95	43	80	100	100		100	82	90	
Percent Other	0	5	0	0	3	0	0	0	0	14	0	5	0	7	0	0		0	2	3	
Number	4	21	2	10	29	4	3	3	2	7	4	19	7	15	22	4		3			
BEST MATCH SITE	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO					

Table A9-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN BEHAVIOR ANALYSIS MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			TRENTON, NJ			KANSAS CITY, MO			LOUISVILLE, KY			SPONSOR'S SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Years in School																				
Mean	4.0	4.0	5.3	7.8	7.8	8.7	14.8	4.7	6.6	5.9	6.8	7.5	2.0		10.0	6.6	14.6	10.0	6.8	8.0
Standard Deviation	2.4	2.1	4.2	5.6	5.6	3.1	14.2	2.1	4.1	6.1	6.5	3.9	1.6		0	5.7	12.7	0	5.9	4.8
Number	6	5	3	11	10	3	4	3	14	7	12	6	5		1	8	5	1		
Years in Model																				
Mean	2.7			3.2			2.3			2.5			2.0			2.0			2.4	
Standard Deviation	1.2			1.2			1.5			0.9			1.9			1.2			1.3	
Number	6			11			3			8			5			8				
Age in Years																				
Mean	33.5	26.2	33.7	36.4	37.1	43.0	48.2	29.3	32.2	36.9	41.2	33.2	39.4		55.0	39.3	44.0	55.0	39.0	38.8
Standard Deviation	12.9	1.6	9.3	12.5	9.8	13.1	13.5	5.5	7.1	6.5	14.8	8.1	15.5		0	13.2	15.0	0	12.4	7.8
Number	6	5	3	8	10	3	4	3	13	8	12	6	5		1	7	7	1		
Teacher Ethnicity																				
Percent White	67	100	33	22	30	33	75	100	100	75	67	100	80		0	38	71	0	60	61
Percent Black	17	0	67	67	60	67	25	0	0	25	33	0	20		100	62	29	100	36	37
Percent Spanish Surname	17	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	3	0
Percent Other	0	0	0	11	10	0	0	0	0	0	0	0	0		0	0	0	0	2	2
Number	6	5	3	9	10	3	4	3	14	8	12	6	5		1	8	7	1		
Teacher Certification																				
Percent None	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Percent Temporary	33	20	0	20	10	0	25	0	0	0	0	0	0		0	38	17	0	19	8
Percent Renewable/Permanent	67	60	100	80	80	100	75	100	86	100	100	100	100		100	62	83	100	81	87
Percent Other	0	20	0	0	10	0	0	0	14	0	0	0	0		0	0	0	0	0	5
Number	6	5	3	10	10	3	4	2	14	8	11	6	5		1	8	6	1		
BEST MATCH SITE	New York, NY *			New York, NY **			Providence, RI			Buffalo, NY			Local			Kansas City, MO				

*New York's Best Matched Site is High/Scope's New York NFT group.

**Philadelphia's Best Matched Site is N.Y.U.'s New York NFT group.

Table A9-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974) FOR COHORT II SITES IN BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match^d
Teacher Centeredness	50.1	51.2	51.2	55.5	55.1	56.5	50.6	58.1	59.6	52.6	56.5	50.4	56.7	48.9	51.0	54.1		58.1	53.3	54.0	
Number	4	21	21	10	30	4	3	3	2	7	4	18	7	15	20	4		3			
Local Mean Difference								→ 7.5			→ 3.9		7.8 ←								
Best Match Mean Difference									→ 9.0				5.7 ←					4.0			
Flexible Classroom	45.5	41.8	41.8	48.6	44.0	44.1	50.6	48.0	42.1	52.0	44.1	49.9	46.2	47.2	48.7	53.6		48.0	49.4	45.0	
Number	4	20	20	10	30	4	3	3	2	6	4	19	7	15	20	4		3			
Local Mean Difference	3.7 ←			4.6 ←			2.6 ←			8.5 ←									4.4 ←		
Best Match Mean Difference	3.7 ←			4.5 ←			8.5 ←			2.7 ←					→ 2.5	5.6 ←					
Individualization	63.5	39.4	39.4	56.5	44.4	48.8	49.8	41.5	39.4	51.0	48.8	47.1	59.0	46.7	50.5	56.5		41.5	56.0	44.2	
Number	4	20	20	10	30	4	3	3	2	7	4	19	7	15	20	4		3			
Local Mean Difference	24.1 ←			12.1 ←			8.3 ←						12.3 ←						11.8 ←		
Best Match Mean Difference	24.1 ←			7.7 ←			10.4 ←			3.9 ←			8.5 ←			15.0 ←					
Academic (vs. Emotional) Emphasis	63.3	50.2	50.2	53.0	55.1	52.9	49.4	56.8	64.7	48.0	52.9	48.8	53.0	55.8	48.8	57.8		56.8	54.1	54.2	
Number	4	21	21	10	30	4	3	3	2	6	4	18	7	14	21	3		3			
Local Mean Difference	13.1 ←							→ 7.6			→ 4.9			→ 2.8							
Best Match Mean Difference	13.1 ←								→ 15.3				4.2 ←								
Satisfaction with Sponsor	46.0			48.7			48.4			52.8			48.6			58.1			50.4		
Number	4			8			3			7			6			4					
Local Mean Difference																					
Best Match Mean Difference																					
BEST MATCH SITE	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO					

Table A9-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, [illegible]			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
School Helped Child	51.0	47.4	46.7	49.9	45.6	49.1	53.0	46.7	46.7	52.8	49.1	48.8	50.4	48.3	48.1	49.2		46.7	51.0	47.4	
Number	28	86	6	51	69	21	34	23	6	26	21	22	25	22	46	18		23	182	221	
Local Mean Difference	3.6 ←			4.8 ←			6.3 ←			3.7 ←									3.6 ←		
Best Match Mean Difference	4.3 ←						6.3 ←			4.0 ←						2.5 ←					
School Helped Parent Understand	53.8	47.6	42.4	52.5	47.5	49.1	51.5	44.7	42.4	52.0	49.1	48.3	54.8	46.5	45.3	49.9		44.7	52.4	47.1	
Number	29	87	6	51	71	21	34	23	6	26	21	22	25	22	45	20		23	185	224	
Local Mean Difference	6.2 ←			5.0 ←			6.8 ←			2.9 ←			8.3 ←						5.3 ←		
Best Match Mean Difference	11.4 ←			3.4 ←			9.1 ←			3.7 ←			9.5 ←			5.2 ←					
Child's Progress in School	54.3	50.7	50.6	49.1	47.7	47.7	48.9	48.9	50.6	50.7	47.7	48.0	48.5	48.5	49.4	48.5		48.9	50.0	48.7	
Number	29	86	6	48	72	21	34	23	6	26	21	22	25	22	46	20		23	182	225	
Local Mean Difference	3.6 ←									3.0 ←											
Best Match Mean Difference	3.7 ←									2.7 ←											
PAC Involvement	55.4	47.4		55.1	41.6	50.7	55.1	55.2		50.6	50.7	40.8	49.7	44.2	46.9	48.3		55.2	52.4	47.6	
Number	22	20		35	26	12	31	1		22	12	6	21	5	15	18		1	149	64	
Local Mean Difference	7.6 ←			13.5 ←									5.5 ←						4.6 ←		
Best Match Mean Difference				4.4 ←						9.8 ←			2.8 ←					→ 4.9			
Child's Emotional Adjustment	48.1	50.0	53.5	42.1	47.7	50.6	54.1	50.3	53.5	52.1	50.6	47.1	51.4	49.6	55.2	48.2		50.3	51.0	49.6	
Number	29	88	6	51	72	21	34	22	6	26	21	22	25	22	45	20		22	185	225	
Local Mean Difference				4.4 ←			3.8 ←														
Best Match Mean Difference			→ 5.4							5.0 ←					→ 3.8						
Parent Visits to School	48.6	48.8	47.1	52.5	48.2	57.8	51.5	47.5	47.1	54.8	57.8	46.8	48.9	49.8	47.1	55.6		47.5	52.0	50.4	
Number	28	77	3	42	61	12	24	17	3	15	12	19	18	13	23	9		17	136	180	
Local Mean Difference				4.3 ←			4.0 ←				3.0										
Best Match Mean Difference						→ 5.3	4.4 ←			8.0 ←					→ 4.0	8.1 ←					
Parent Child Interaction	51.4	53.4	53.0	48.4	49.1	45.9	54.6	52.6	53.0	51.3	45.9	49.3	51.5	54.7	53.9	46.4		52.6	50.6	51.1	
Number	20	72	3	40	60	18	24	20	3	14	18	15	11	15	38	13		20	122	185	
Local Mean Difference										5.4 ←				→ 3.2							
Best Match Mean Difference				2.5 ←														→ 6.2			
Parent Locus	50.1	49.6	44.0	48.5	49.0	49.2	50.9	46.1	44.0	52.9	49.2	46.8	51.6	46.3	50.7	53.1		46.1	51.2	48.0	
Number	29	86	6	51	71	21	34	23	6	25	21	22	25	22	45	20		23	184	223	
Local Mean Difference							4.8 ←			3.7 ←			5.3 ←						3.2 ←		
Best Match Mean Difference	6.1 ←						6.9 ←			6.1 ←						7.0 ←					
BEST MATCH SITE	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO					

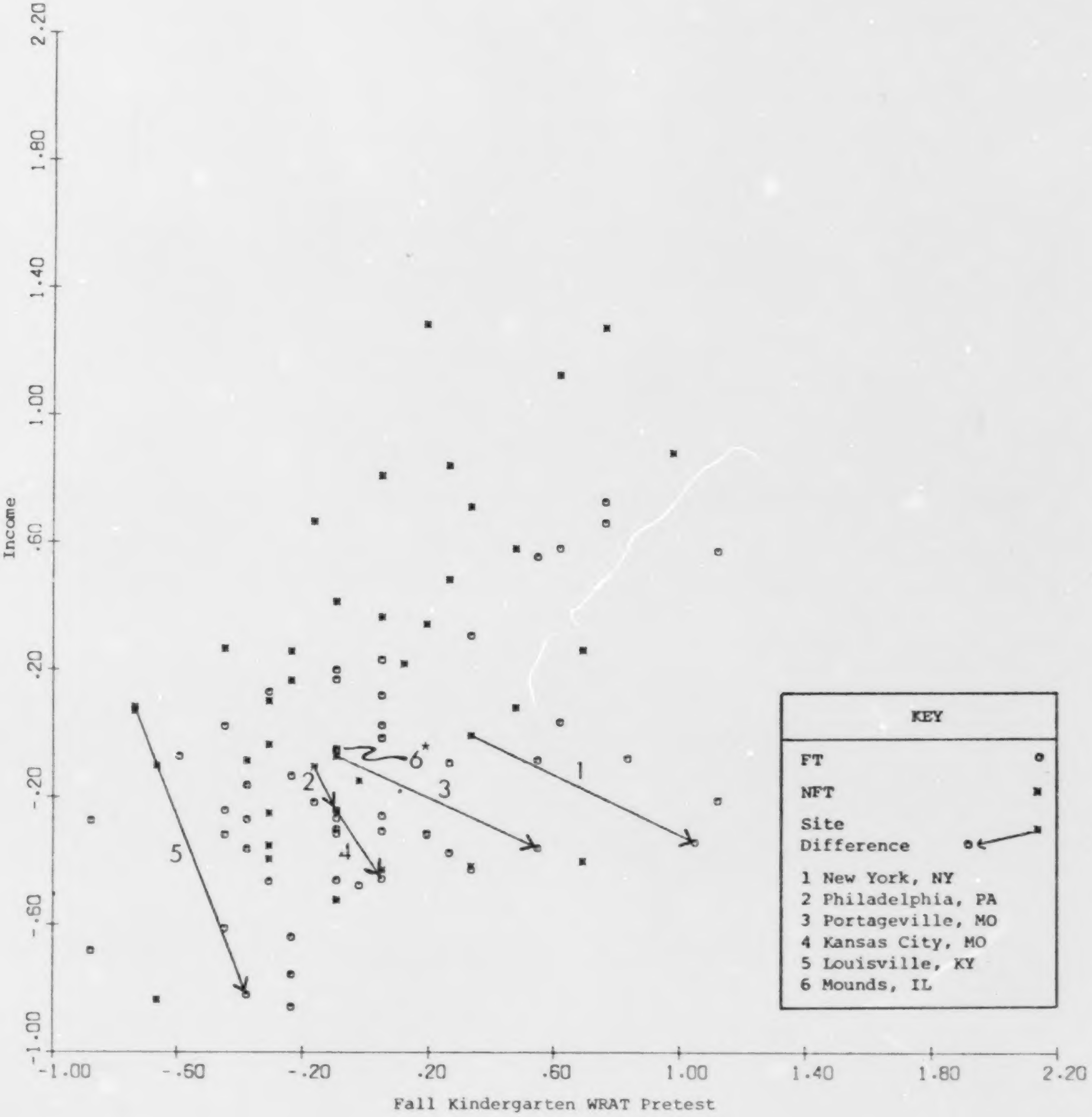
Table A9-5 (Continued)

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match[d]
School's Receptivity	53.7	49.4	42.7	51.4	48.0	48.0	47.2	44.0	42.7	48.2	48.0	48.2	50.8	44.0	46.2	43.4		44.0	49.1	46.7	
Number	28	83	6	49	70	20	34	22	6	25	20	22	25	22	45	20		22	181	217	
Local Mean Difference	4.3 ←			3.4 ←			3.2 ←						6.8 ←								
Best Match Mean Difference	11.0 ←			3.4 ←			4.5 ←						4.6 ←								
Talks with Teacher	49.4	47.8	44.2	48.6	50.3	46.8	46.4	45.1	44.2	47.3	46.8	44.7	49.0	51.4	46.0	44.1		45.1	47.5	48.3	
Number	28	77	3	42	61	12	24	17	3	15	12	19	18	13	23	9		17	136	180	
Local Mean Difference																					
Best Match Mean Difference	5.2 ←									2.6 ←			3.0 ←								
School Helped Parent Personally	56.7	47.4	45.7	51.4	47.9	46.4	54.1	47.6	45.7	54.1	46.4	47.3	53.6	47.7	47.5	51.0		47.6	53.5	47.4	
Number	29	87	6	50	71	21	34	23	6	26	21	22	25	22	46	20		23	184	224	
Local Mean Difference	9.3 ←			3.5 ←			6.5 ←			7.7 ←			5.9 ←						6.1 ←		
Best Match Mean Difference	11.0 ←			5.0 ←			8.4 ←			6.8 ←			6.1 ←			3.4 ←					
Satisfaction with Teacher	49.6	48.3	51.2	48.3	46.6	45.7	53.0	49.8	51.2	51.9	45.7	47.4	52.1	52.7	48.5	51.4		49.8	51.0	48.6	
Number	24	82	6	27	68	18	30	22	6	19	18	19	11	18	38	14		22	125	208	
Local Mean Difference							3.2 ←			6.2 ←											
Best Match Mean Difference				2.6 ←						4.5 ←			3.6 ←								
BEST MATCH SITE	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO					

Figure A9-1

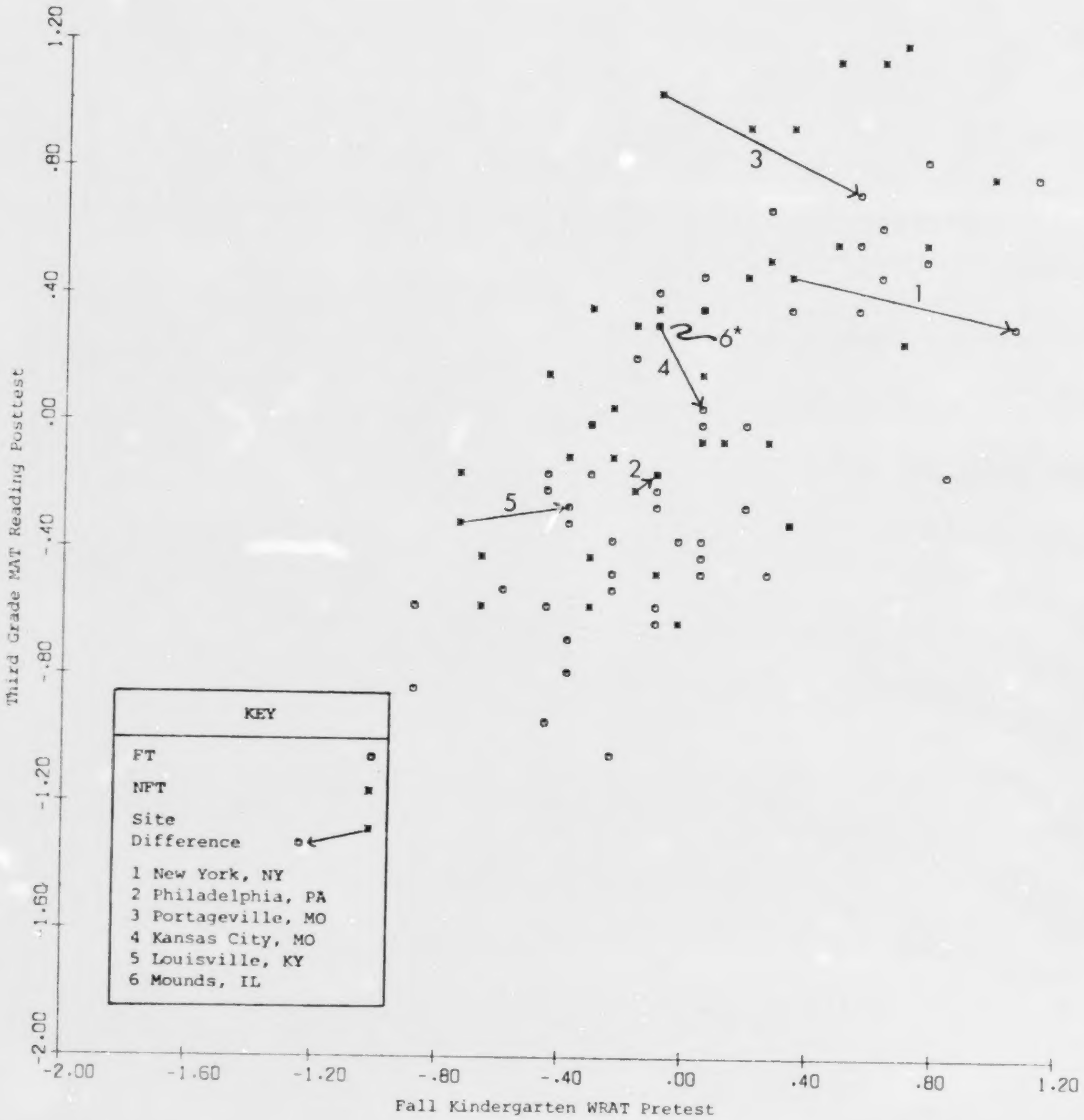
FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN BA MODEL HIGHLIGHTED



*The Mounds, IL site has no NFT group.

Figure A9-2

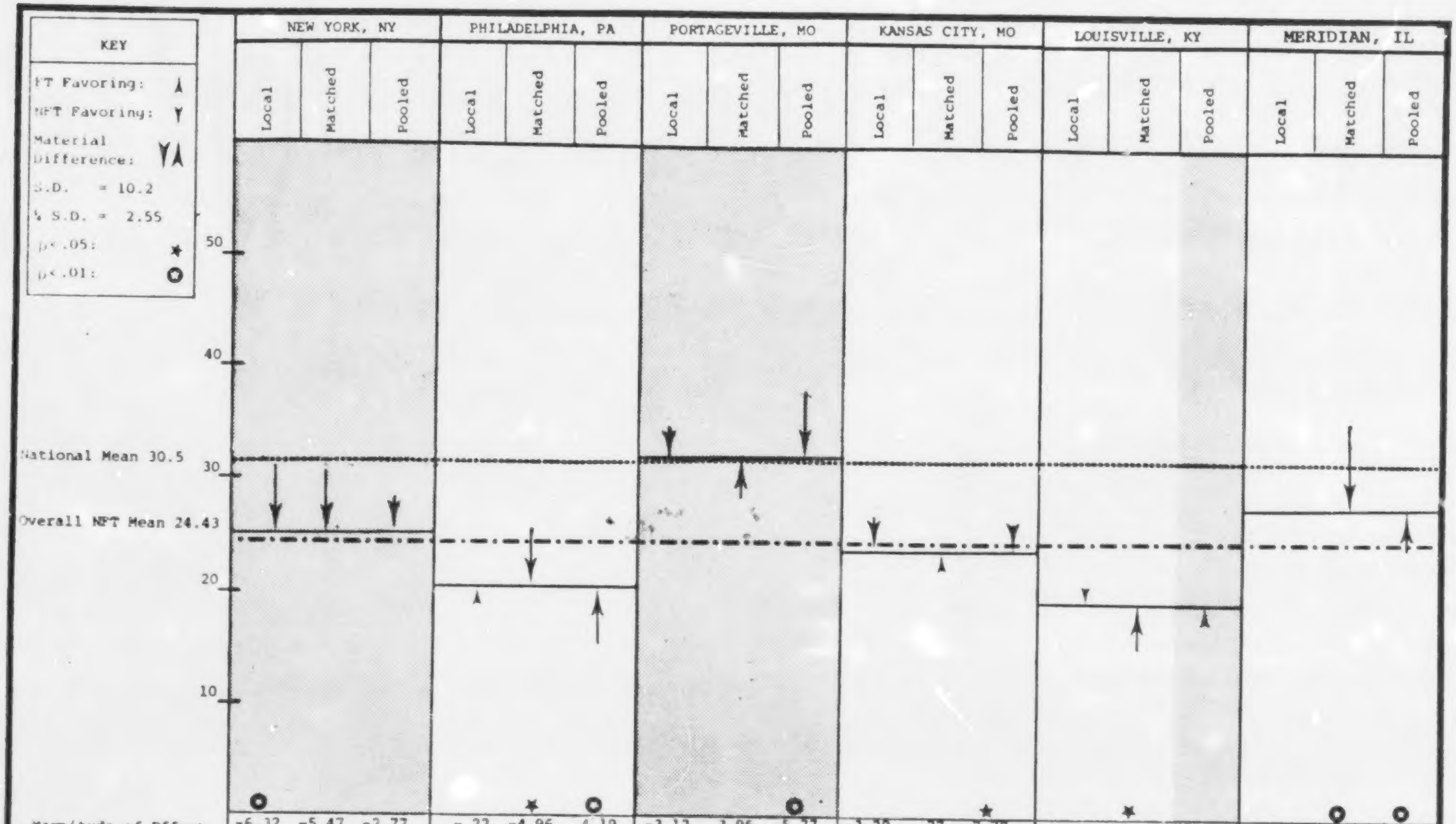
FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN BA MODEL HIGHLIGHTED



*The Mounds, IL site has no NFT group.

Table A9-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-6.32	-5.47	-2.77	-.22	-4.96	4.19	-3.12	3.96	-5.77	-3.28	.22	-2.70	-.19	3.83	51		-7.66	3.30
Standard Error	2.12	3.80	1.67	1.67	2.22	.88	2.93	3.82	1.22	2.78	1.82	1.18	2.17	1.60	.93		2.50	1.00
FT Mean	24.74			20.61			31.62			23.79			19.69			26.75		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA.			Jacksonville, FL			Portageville, MO		

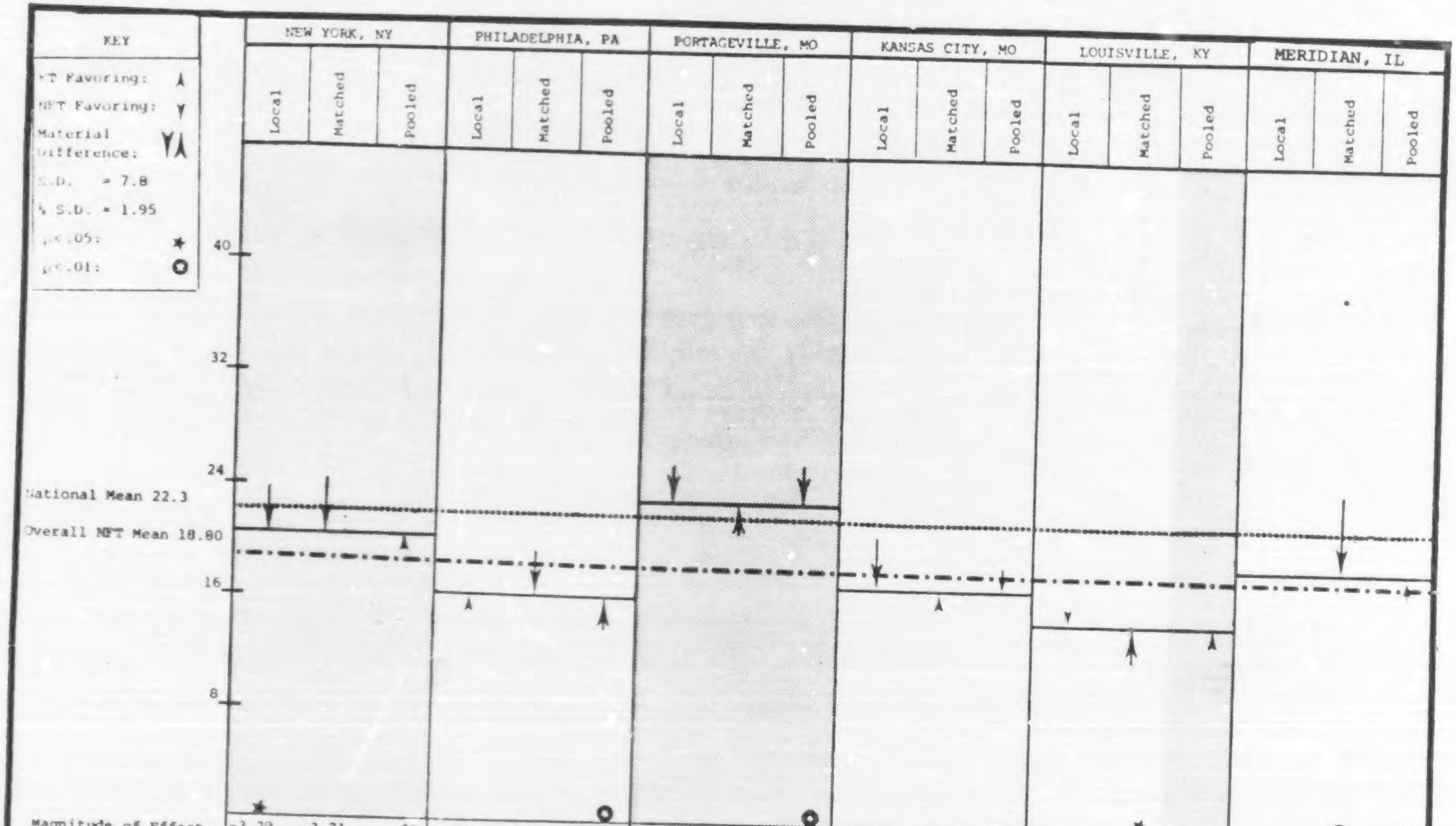
FKW PS FKW
PS

FKW PS FKW

FKW

Table A9-7

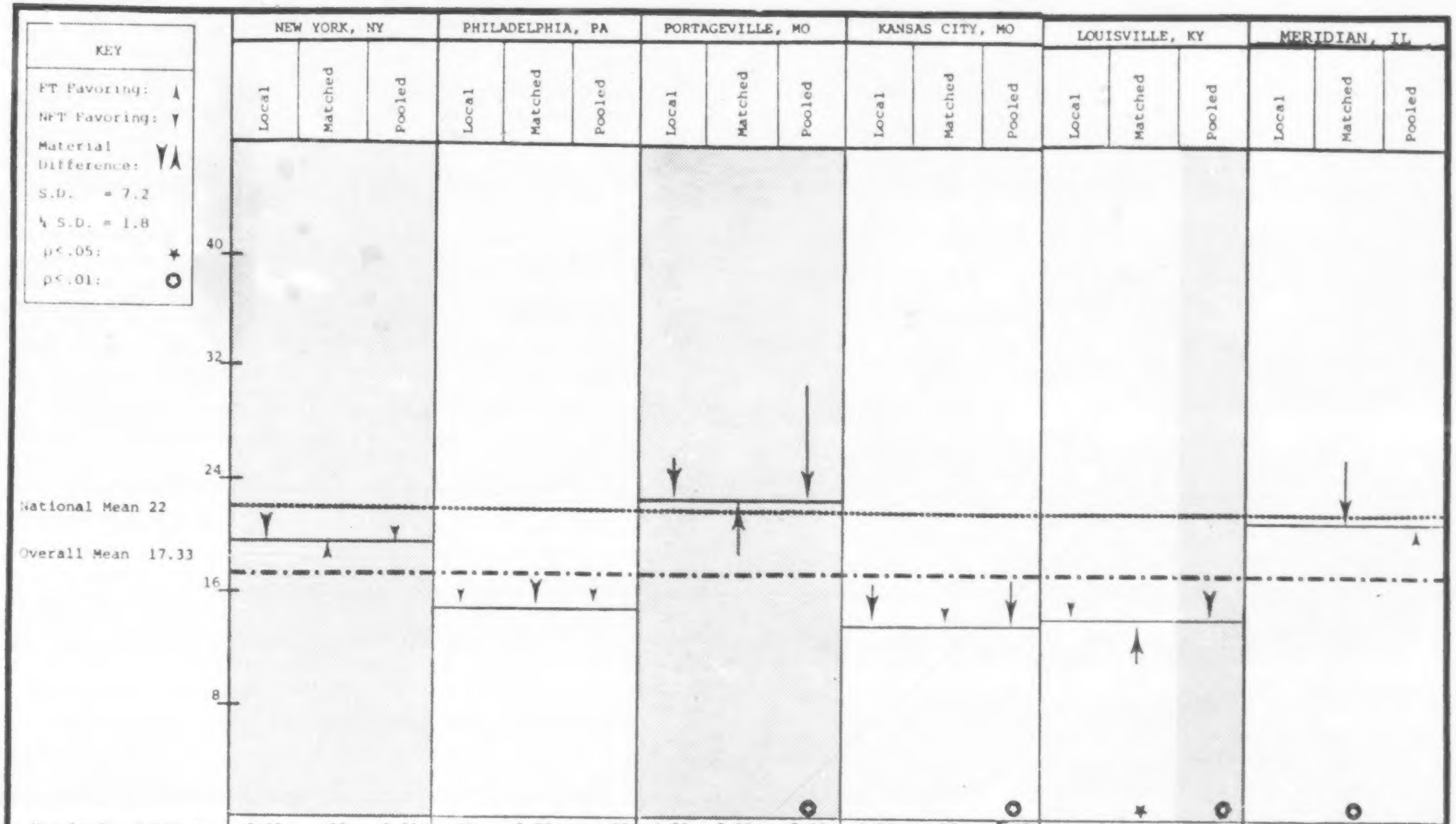
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
	★					○			○					★			○	★
Magnitude of Effect	-3.29	-3.71	.60	.24	-3.20	2.25	-2.61	2.18	-2.70	-3.17	.97	-1.78	-.29	2.49	1.03		-5.62	1.61
Standard Error	1.56	2.63	1.24	1.23	1.64	.67	2.14	2.93	.97	2.09	1.31	.92	3.50	1.07	.60		2.00	.77
FT Mean	20.37			16.31			23.11			17.00			15.46			19.29		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW						FKW			

Table A9-8

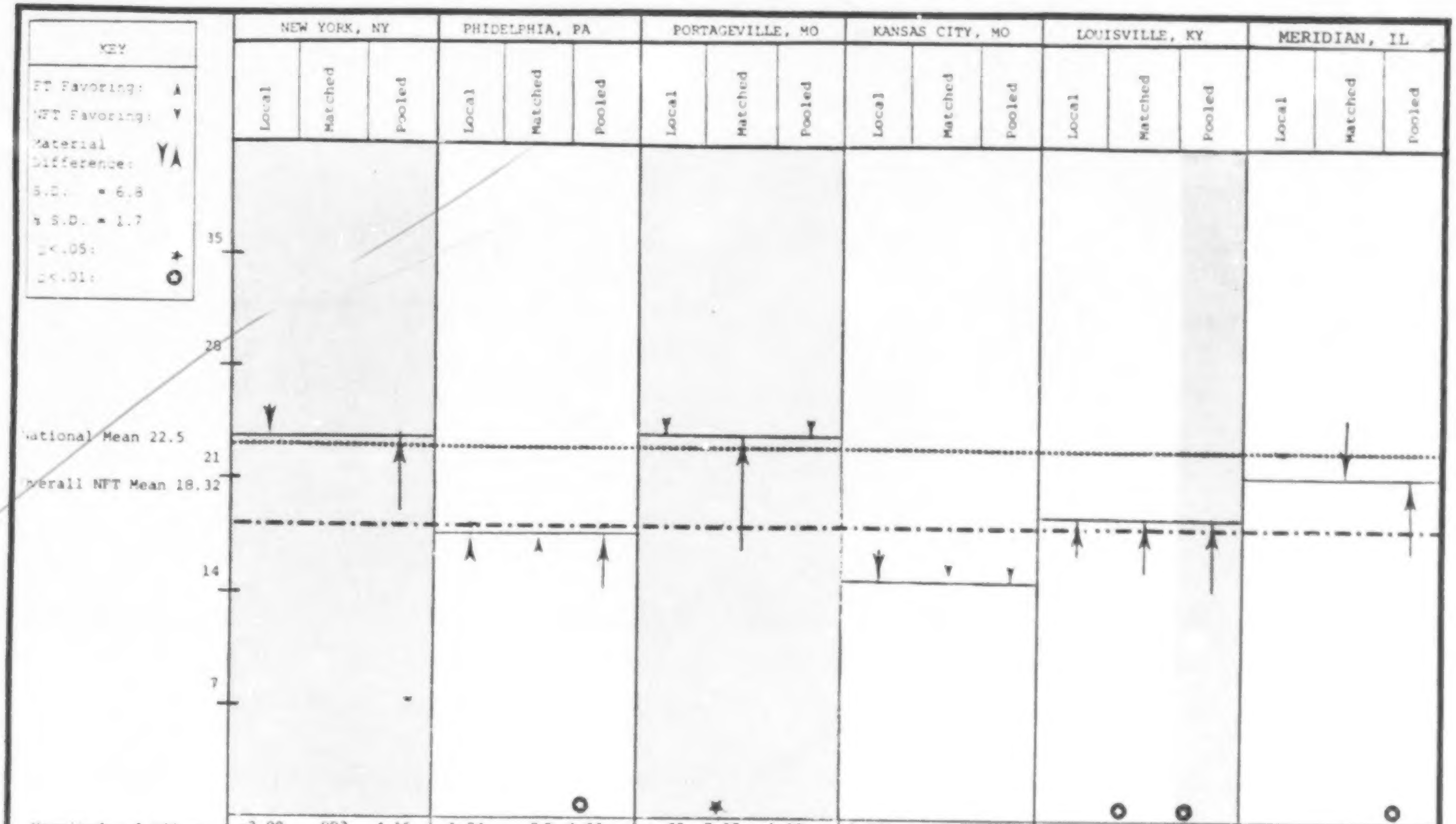
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
									○			○		★	○		○	
Magnitude of Effect	-2.32	.36	-1.11	-.46	-2.92	-.86	-3.73	5.99	-7.40	-3.94	-.06	-5.35	-.87	2.98	-1.94		-6.54	.68
Standard Error	1.59	3.23	1.21	1.25	1.54	.63	2.19	3.68	1.04	2.13	1.28	.92	1.64	1.15	.67		1.84	.68
FT Mean	19.58			14.93			22.13			13.97			14.43			19.06		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW						FKW			

Table A9-9

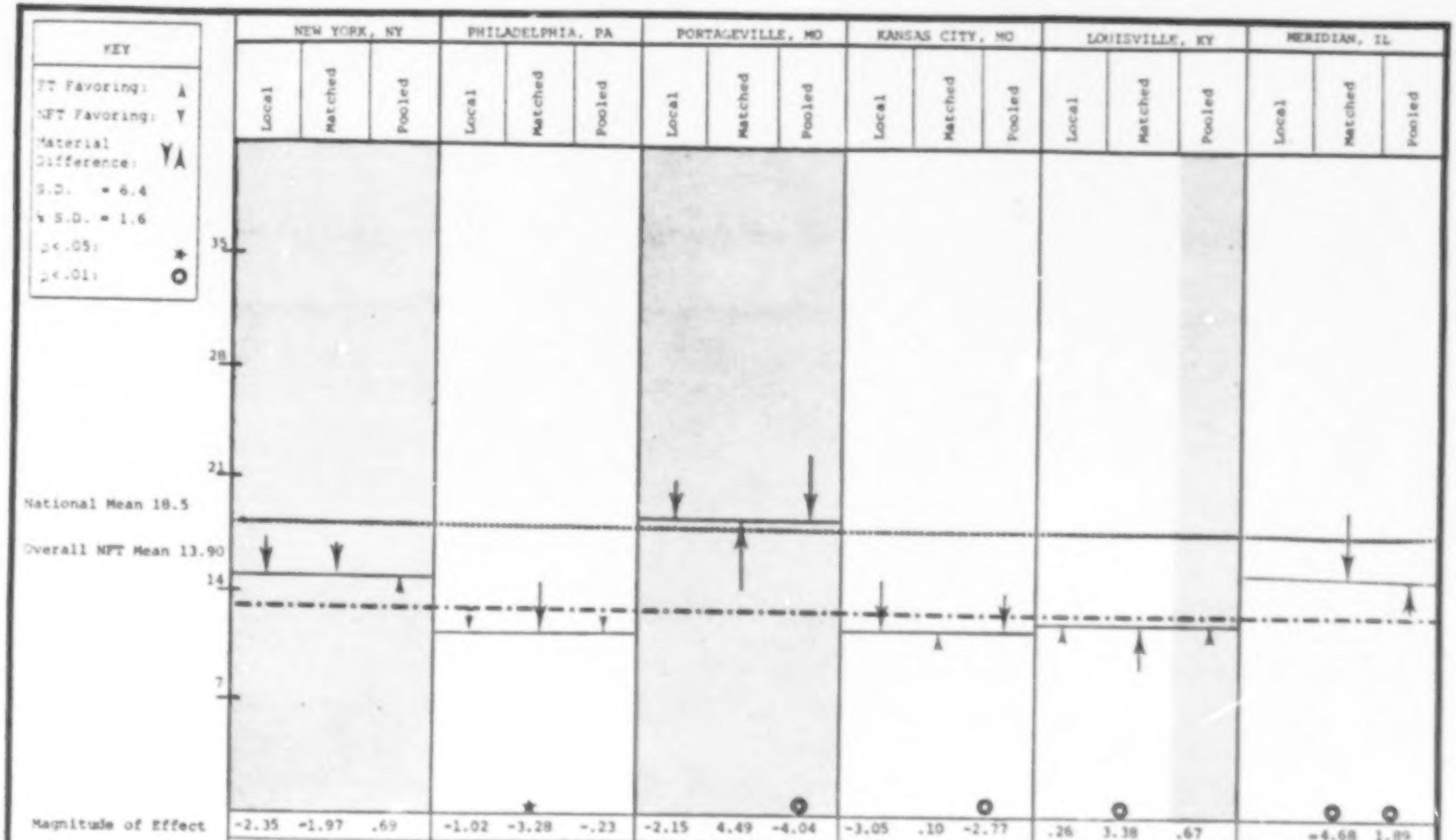
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHIDELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.80	.003	4.16	1.94	.90	4.34	-.82	7.87	-1.10	-1.94	-.49	-.43	2.64	4.13	4.18		-3.37	5.13
Standard Error	1.57	3.23	-16.98	1.23	1.48	.65	2.15	3.05	.93	2.10	1.21	.80	1.62	1.30	.73		1.74	.74
FT Mean	22.98			18.01			24.81			15.74			18.54			21.66		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW						FKW			

Table A9-10

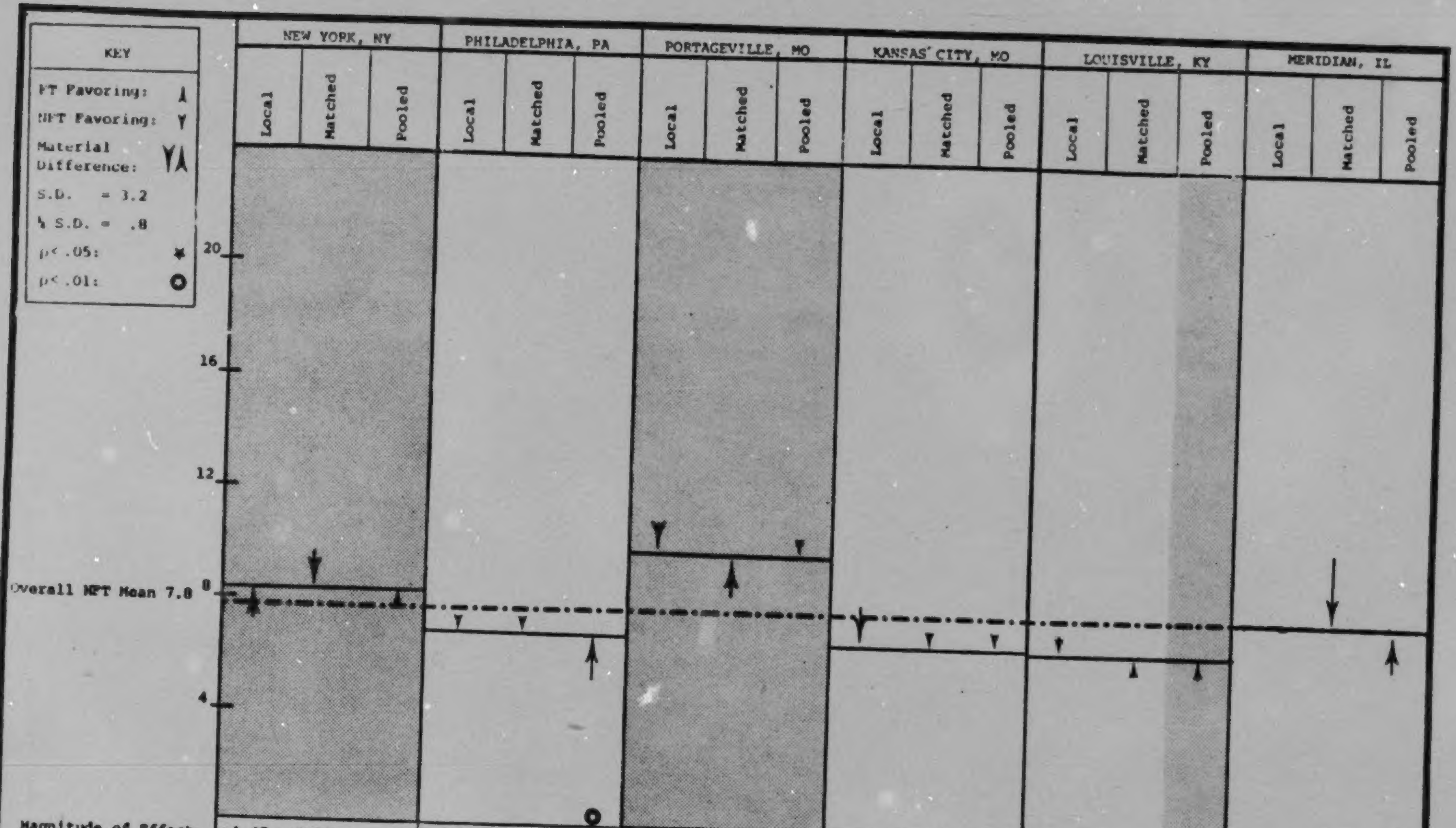
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
					★				○			○		○			○	○
Magnitude of Effect	-2.35	-1.97	.69	-1.02	-3.28	-.23	-2.15	4.49	-4.04	-3.05	.10	-2.77	.26	3.38	.67		-4.68	1.89
Standard Error	1.45	3.24	1.17	1.14	1.34	.57	1.99	3.38	.87	1.95	1.13	.78	2.06	1.05	.63		1.67	.67
FT Mean	16.00			11.26			18.64			11.72			12.33			15.63		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW						FKW			

Table A9-11

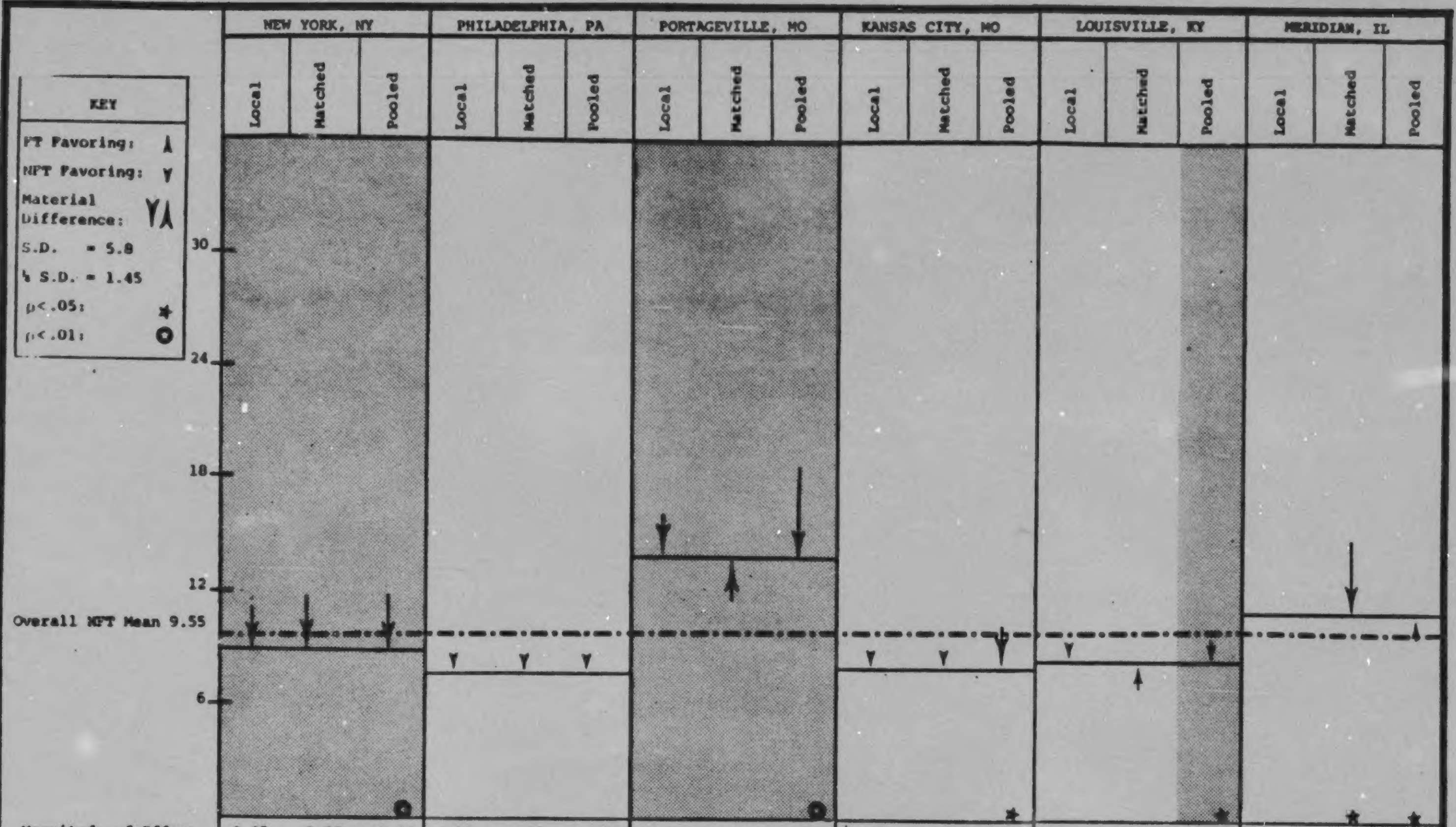
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	PORTAGEVILLE, MO Local	PORTAGEVILLE, MO Matched	PORTAGEVILLE, MO Pooled	KANSAS CITY, MO Local	KANSAS CITY, MO Matched	KANSAS CITY, MO Pooled	LOUISVILLE, KY Local	LOUISVILLE, KY Matched	LOUISVILLE, KY Pooled	MERIDIAN, IL Local	MERIDIAN, IL Matched	MERIDIAN, IL Pooled
Magnitude of Effect	1.07	-1.19	.55	-.11	-.58	1.48	-.96	1.04	-.28	-1.24	-.31	-.15	-.40	.48	.76		-2.5	1.06
Standard Error	.67	1.15	.49	.53	.70	.29	.93	1.24	.40	.91	.59	.38	.69	.60	.35		.81	.35
FT Mean	8.21			7.04			10.04			6.88			6.59			7.91		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW						FKW			

Table A9-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN BA MODEL



	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.35	-2.88	-2.90	-.44	-.80	-.32	-1.80	2.03	-4.75	-.69	-.25	-1.57	-.59	1.39	-1.23		-3.92	1.25
Standard Error	1.27	1.85	.75	1.01	1.06	.46	1.75	2.80	.90	1.71	.96	.66	1.32	.86	.49		1.73	.62
FT Mean	8.79			7.56			13.94			7.88			8.49			11.13		
No. of FT Children	43			108			47			61			90			68		
Matched NFT Site	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO		
	FKW	PS	FKW PS				FKW	PS	FKW						FKW			

Table A9-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR BA MODEL

SPONSOR 8			NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL		
			FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION		*Number*	121	773	894	238	1123	1361	100	93	193	145	133	278	167	183	350	116	49	165
CHILDREN RETAINED		*Percent*	35.5	31.7	32.2	45.4	11.0	17.0	47.0	38.7	43.0	42.1	20.3	31.6	53.9	50.8	52.3	58.6	0.0	41.2
		Number	43	245	288	108	124	232	47	36	83	61	27	88	90	93	183	68	--	68
	No WRAT	*Percent*	14	6	7	15	5	9	0	3	1	0	0	0	6	4	5	6	--	6
		Number	6	15	21	16	6	22	0	1	1	0	0	0	5	4	9	4	--	4
	No Income	*Percent*	14	62	55	38	65	53	6	0	4	23	22	23	37	42	39	68	--	68
		Number	6	153	159	41	81	122	3	0	3	14	6	20	33	39	72	46	--	46
	WRAT Score	*Mean*	43	33	35	28	27	27	38	28	34	30	27	29	23	20	21	28	--	28
		Standard Deviation	14	15	15	13	14	13	13	13	14	12	11	12	10	12	11	16	--	16
		Number	37	230	267	92	118	210	47	35	82	61	27	88	85	89	174	64	--	64
	Income	*Mean*	4500	5440	5170	4746	5000	4845	4432	5167	4762	4149	4595	4287	3079	5667	4338	5273	--	5273
		Standard Deviation	2220	2561	2496	2274	2265	2263	2856	3231	3033	2489	2644	2526	2020	2837	2764	3228	--	3228
		Number	37	92	129	67	43	110	44	36	80	47	21	68	57	54	111	22	--	22
CHILDREN NOT RETAINED		*Percent*	64.5	68.3	67.8	54.6	89.0	83.0	53.0	61.3	57.0	57.9	79.7	68.4	46.1	49.2	47.7	41.4	100.0	58.8
		Number	78	528	606	130	999	1129	53	57	110	84	106	190	77	90	167	48	49	97
	No WRAT	*Percent*	13	13	13	25	15	17	13	12	13	5	13	9	9	8	8	6	2	4
		Number	10	67	77	33	154	187	7	7	14	4	14	18	7	7	14	3	1	4
	No Income	*Percent*	27	69	64	55	78	75	28	25	26	48	46	47	65	49	56	65	100	82
		Number	21	364	385	71	778	849	15	14	29	40	49	89	50	44	94	31	49	80
	WRAT Score	*Mean*	36	32	33	26	23	23	26	19	22	25	22	23	23	18	20	27	29	28
		Standard Deviation	14	16	15	14	13	13	12	15	14	13	12	13	11	10	11	14	15	14
		Number	68	461	529	97	845	942	46	50	96	80	92	172	70	83	153	45	48	93
	Income	*Mean*	4868	5835	5586	4466	4674	4630	5224	3500	4309	4114	3763	3916	4000	4217	4137	4118	--	4118
		Standard Deviation	2497	2875	2809	2207	2334	2305	3044	2625	2941	2689	2439	2544	3153	2772	2899	2368	--	2368
		Number	57	164	221	59	221	280	38	43	81	44	57	101	27	46	73	17	--	17

Table A9-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHIDLREN FOR THE BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Match		Local	Match		Local	Match		Local	Match		Local	Match		Local	Match		Local	Match
Fall Kindergarten WRAT																					
Mean	43.2	33.3	39.3	27.6	26.8	27.4	37.5	28.3	39.3	30.2	27.4	30.2	23.4	19.5	25.2	28.1		30.2	31.7	27.1	
Standard Deviation	13.9	14.7	14.5	13.2	13.8	11.2	13.1	13.4	14.5	11.8	11.2	10.9	10.3	11.6	10.8	15.5		10.9			
Highest Occupation in Household																					
Mean	13.6	14.3	12.6	13.1	14.0	13.4	13.7	14.5	12.6	13.2	13.4	13.6	13.0	13.7	13.4	13.8		13.6	13.4	14.0	
Standard Deviation	2.1	2.1	0.5	1.8	2.0	2.0	2.6	2.2	0.5	1.6	2.0	1.7	1.8	1.8	1.7	2.5		1.7			
Family Income in Dollars																					
Mean	4500	5440	4300	4746	5000	4595	4432	5167	4300	4149	4595	4222	3079	5667	4271	5273		4222	4363	5174	
Standard Deviation	2220	2561	2928	2274	2265	2644	2856	3231	2928	2489	2644	2682	2020	2837	2338	3228		2682			
Missing Income Information																					
No. Missing	6	153	16	41	81	6	3	0	16	14	6	33	33	39	5	46		33			
Valid Cases	37	92	5	67	43	21	44	36	5	47	21	36	57	54	48	22		36			
Ethnic Membership/Race																					
Percent White	0	0	0	0	1	0	60	69	0	0	0	10	0	0	0	40		69	17	14	
Percent Black	77	78	100	100	83	100	40	31	100	100	100	90	100	100	100	60		31	80	78	
Sex (Percent Male)	40	47	52	54	55	41	36	61	52	36	41	49	48	51	36	59		49	46	51	
Entry Age in Months																					
Mean	54.1	54.7	56.6	52.8	54.1	55.9	57.5	57.9	56.6	55.9	55.9	59.4	54.7	55.0	54.2	55.0		59.4	55.0	55.5	
Standard Deviation	4.0	3.5	4.8	3.9	3.1	3.4	3.6	4.4	4.8	3.7	3.4	5.6	3.6	3.7	3.9	3.6		5.6			
Percent with English as First Language	81	80	100	100	89	100	100	100	100	100	100	100	100	100	100	100		100	97	94	
MATCHED SITE	E. St. Louis, IL			Kansas City, MO			E. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO					

Table A9-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			KANSAS CITY, MO			LOUISVILLE, KY			MERIDIAN, IL			SPONSOR'S SITES			ALL SIT	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading																							
Mean	45.12	49.03	44.57	36.93	36.50	45.48	54.72	60.22	44.57	40.79	45.48	38.20	35.14	33.70	31.72	46.04		60.22	49.73	44.99		38.36	43.56
Standard Deviation	20.78	19.17	16.50	18.17	17.37	16.57	17.20	16.01	16.50	16.52	16.57	16.95	15.72	13.72	13.78	18.76		16.01					
Total Mathematics																							
Mean	58.56	59.05	46.91	44.19	43.40	48.18	65.57	72.83	46.91	41.43	48.18	40.90	45.31	40.70	37.21	56.35		72.83	54.21	52.83		45.83	49.3
Standard Deviation	24.60	23.80	21.38	20.10	21.68	18.29	21.36	20.92	21.38	18.56	18.29	16.92	19.48	15.23	13.46	22.14		20.92					
Language																							
Mean	17.00	17.72	19.14	14.60	14.96	15.85	23.98	26.81	19.14	14.77	15.85	14.86	15.08	15.16	14.00	19.04		26.81	17.84	18.10		16.24	17.5
Standard Deviation	8.09	8.63	7.34	7.97	9.13	7.33	9.66	9.93	7.34	7.49	7.33	7.13	6.59	7.04	6.07	9.35		9.93					
Spelling																							
Mean	22.44	23.84	21.38	18.73	17.55	22.67	25.92	29.86	21.38	21.36	22.67	17.45	14.88	12.37	10.38	23.84		29.86	22.53	21.26		15.73	18.9
Standard Deviation	14.08	12.57	11.43	13.41	13.17	11.74	9.52	8.94	11.43	11.54	11.74	11.96	12.93	12.12	11.49	12.25		8.94					
Raven's Progressive Matrices																							
Mean	18.81	18.34	20.19	15.53	17.50	18.26	19.98	20.64	20.19	17.00	18.26	17.32	17.07	17.24	17.47	17.24		20.64	17.78	18.40		18.26	19.0
Standard Deviation	4.84	4.72	4.38	4.47	4.57	4.60	4.96	5.22	4.38	4.98	4.60	4.27	4.92	4.69	5.08	6.13		5.22					
Coopersmith's Self-Esteem																							
Mean	38.44	36.16	36.67	36.08	35.33	36.63	35.19	37.94	36.67	36.77	36.63	35.45	34.62	35.85	35.28	36.81		37.94	35.80	36.38		35.25	36.5
Standard Deviation	7.70	7.08	6.57	7.78	7.63	8.34	7.76	5.86	6.57	6.89	8.34	6.98	7.51	6.94	7.13	7.94		5.86					
IARS - Locus Negative																							
Mean	11.35	10.85	11.05	10.35	9.85	10.89	10.79	11.11	11.05	9.93	10.89	10.13	10.00	9.22	9.47	11.24		11.11	10.73	10.38		9.69	9.9
Standard Deviation	2.52	2.87	2.11	2.82	3.27	2.33	2.36	2.33	2.11	2.40	2.38	3.22	2.38	2.82	2.78	2.27		2.33					
IARS - Locus Positive																							
Mean	16.40	15.81	16.57	14.50	14.72	15.89	15.70	16.53	16.57	15.26	15.89	15.59	14.76	14.62	15.40	15.65		16.53	15.52	15.51		15.13	15.6
Standard Deviation	2.29	2.91	3.06	2.90	3.33	2.02	2.85	2.17	3.06	2.66	2.02	2.49	2.94	3.67	2.95	2.23		2.17					
Word Knowledge																							
Mean	24.74	27.63	25.29	20.61	20.56	26.04	31.62	35.14	25.29	23.79	26.04	22.25	19.69	18.70	17.72	26.75		35.14	25.58	25.61		21.42	24.6
Standard Deviation	12.39	11.22	9.60	10.84	11.26	10.78	10.08	8.63	9.60	10.40	10.78	11.06	10.37	8.84	8.14	11.49		8.63					
Reading																							
Mean	20.37	21.40	19.29	16.31	15.94	19.44	23.11	25.08	19.29	17.00	19.44	15.96	15.46	15.00	14.00	19.29		25.08	19.16	19.37		16.94	18.9
Standard Deviation	9.11	8.72	7.60	7.93	7.06	7.05	8.10	8.19	7.60	7.33	7.05	7.01	6.31	5.67	6.29	8.21		8.19					
Mathematics Computations																							
Mean	22.98	23.37	19.38	18.01	15.98	16.93	24.81	25.69	19.38	15.74	16.93	16.17	18.54	15.01	15.23	21.66		25.69	21.05	19.40		17.70	18.0
Standard Deviation	9.87	8.78	7.20	7.88	7.63	7.31	7.74	6.40	7.20	6.74	7.31	6.83	7.51	5.81	6.25	7.87		6.40					
Mathematics Concepts																							
Mean	19.58	19.77	14.76	14.93	15.40	17.18	22.13	26.11	14.76	13.97	17.18	13.64	14.43	14.42	12.02	19.06		26.11	18.07	18.58		15.49	17.3
Standard Deviation	8.78	8.73	8.42	7.79	8.46	7.40	8. 0	7.98	8.42	7.45	7.40	6.28	7.02	6.15	5.18	8.02		7.98					
Mathematics Problem Solving																							
Mean	16.00	15.91	12.76	11.26	12.02	14.07	18.64	21.03	12.76	11.72	14.07	11.09	12.33	11.27	9.96	15.63		21.03	15.08	14.86		12.63	13.9
Standard Deviation	8.62	8.04	9.24	6.82	7.27	5.82	7.44	7.90	9.24	6.41	5.82	5.80	6.51	5.54	4.28	7.63		7.90					
Language Part A																							
Mean	8.21	8.31	8.91	7.04	7.07	7.82	10.04	10.53	8.91	6.88	7.82	6.65	6.59	6.56	6.57	7.91		10.53	8.10	8.06		7.37	7.8
Standard Deviation	3.69	3.01	3.08	3.48	3.59	3.18	3.19	2.88	3.08	3.37	3.18	3.27	3.56	3.21	3.10	3.60		2.88					
Language Part B																							
Mean	8.79	9.42	10.24	7.56	7.89	8.04	13.94	16.28	10.24	7.88	8.04	8.20	8.49	8.60	7.43	11.13		16.28	9.74	10.05		8.87	9.7
Standard Deviation	5.52	6.86	5.46	5.54	6.81	5.25	7.51	7.77	5.46	5.31	5.25	4.94	4.56	5.11	4.39	6.68		7.77					
BEST MATCH SITE	E. St. Louis, IL			Kansas City, MO			F. St. Louis, IL			Richmond, VA			Jacksonville, FL			Portageville, MO							

Table A9-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE BA MODEL

	NEW YORK, NY		PHILADELPHIA, PA		PORTAGEVILLE, MO		KANSAS CITY, MO		LOUISVILLE, KY		MERIDIAN, IL	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian												
Percent		0										
Number		1										
Black												
Percent	77	78	100	83	40	31	100	100	100	100	60	
Number	33	190	108	103	19	11	61	27	90	93	41	
Oriental												
Percent		12		2								
Number		29		2								
Mexican American												
Percent				14								
Number				17								
Puerto Rican												
Percent	23	8										
Number	10	20										
Other Spanish Surname												
Percent		0										
Number		1										
White												
Percent				1	60	69					40	
Number				1	28	25					27	
Other												
Percent		2		1								
Number		4		1								

Table A9-17

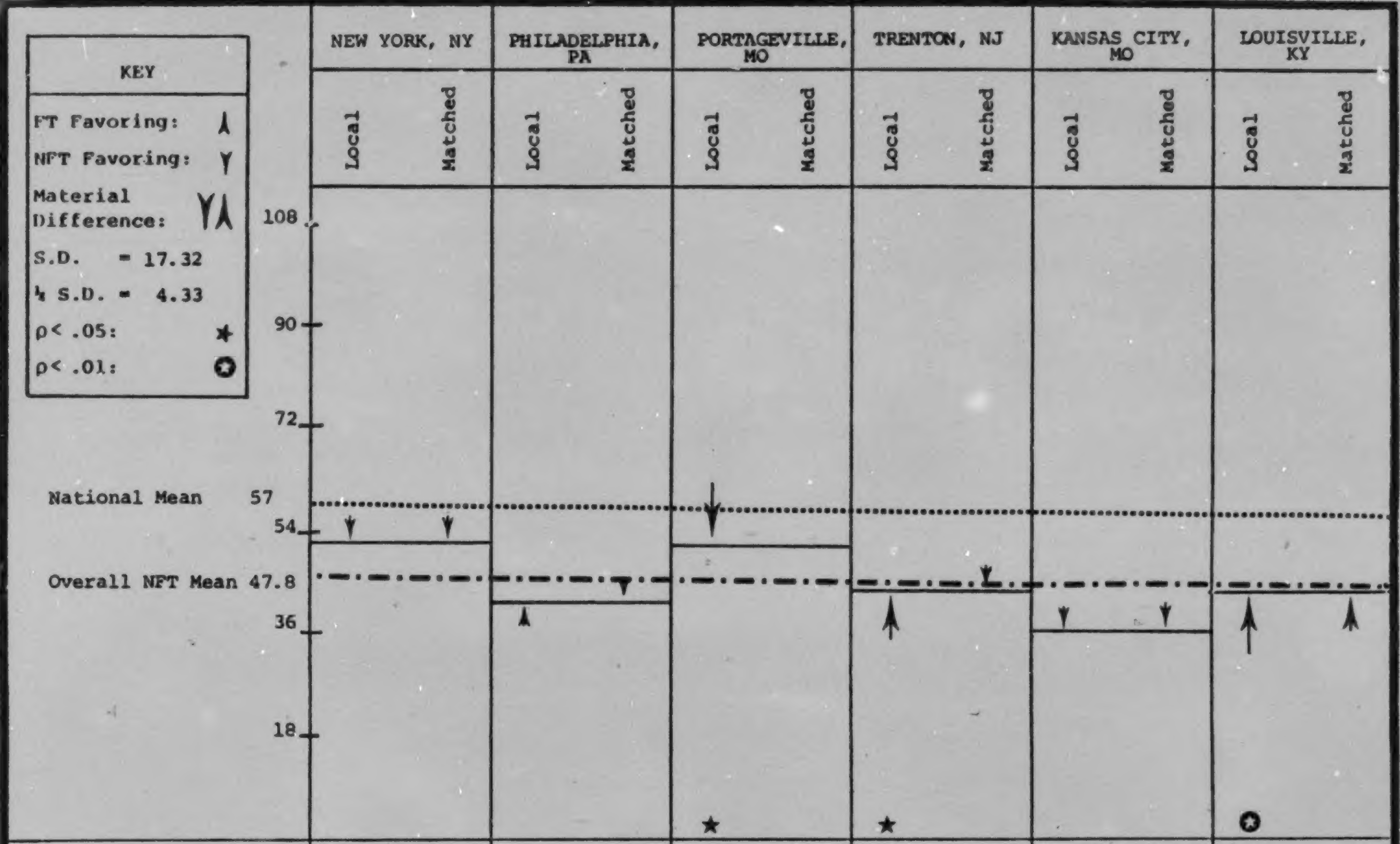
DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			TRENTON, NJ			KANSAS CITY, MO			LOUISVILLE, KY			SPONSOR'S SITES (Means)		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Children in Analytic Sample																					
Number	48	38	57	193	183	56	57	37	38	145	36	32	83	17		133	64	17	110	62	
Fall Kindergarten WRAT																					
Mean Score	35.9	32.2	31.8	28.4	26.0	27.9	34.6	23.5	31.5	26.3	25.3	25.7	24.3	23.2		22.9	16.2	23.2	26.8	24.4	
Percent with Preschool																84	73	57			
Number Responding	82	50	94	65	70	89	76	61	51	100	39	94	89	57		105	44	14			
Children's Ethnicity																					
Percent Black	54	25	91	99	100	100	28	35	45	92	94	97	99	100		100	98	100			
Percent White	4	8	0	0	0	0	72	65	50	2	0	0	1	0		0	2	0			
Percent Other	42	67	9	1	0	0	0	0	5	6	6	3	0	0		0	0	0			
Family Income in Median Dollars	4150	4850	4150	4400	7300	5150	4667	3140	5700	3900	4950	3767	2420	2625		2590	4200	2625	3688	4511	
Number Responding	31	10	13	91	11	9	50	36	35	60	35	30	49	13		61	35	13			
Mother's Education																					
Percent High School Graduates	52	20	50	35	50	33	36	27	68	28	41	47	38	9		52	34	9	40	30	
Number Responding	29	10	12	82	12	12	50	33	34	60	32	30	45	11		52	35	11			
Female Heads of Household																					
Percent	42	50	36	46	42	67	8	11	38	58	39	48	74	77		48	35	77	46	42	
Teachers																					
Number	6	5	3	11	10	3	4	3	14	8	12	6	5	1		8	7	1	7	6	
Teacher Education																					
Percent B.A. or Less	0	0	33	20	20	0	25	67	21	14	58	33	80	0		29	50	0	28	32	
Percent More than B.A.	67	40	0	60	50	33	50	33	14	57	17	50	20	0		57	17	0	52	26	
Percent More than M.A.	33	60	67	20	30	67	25	0	64	29	25	17	0	100		14	33	100	20	41	
Teaching Experience																					
Total Years	4.3	3.4	6.0	12.9	11.0	8.7	21.5	3.7	9.6	12.3	10.8	9.0	10.8	25.0		9.8	14.8	25.0	11.9	11.4	
BEST MATCH SITE	New York, NY*			New York, NY**			Providence, RI			Buffalo, NY			Local			Kansas City, MO					

*New York's Best Matched Site is High/Scope's New York NFT group.
**Philadelphia's Best Matched Site is N.Y.U.'s New York NFT group.

Table A9-18

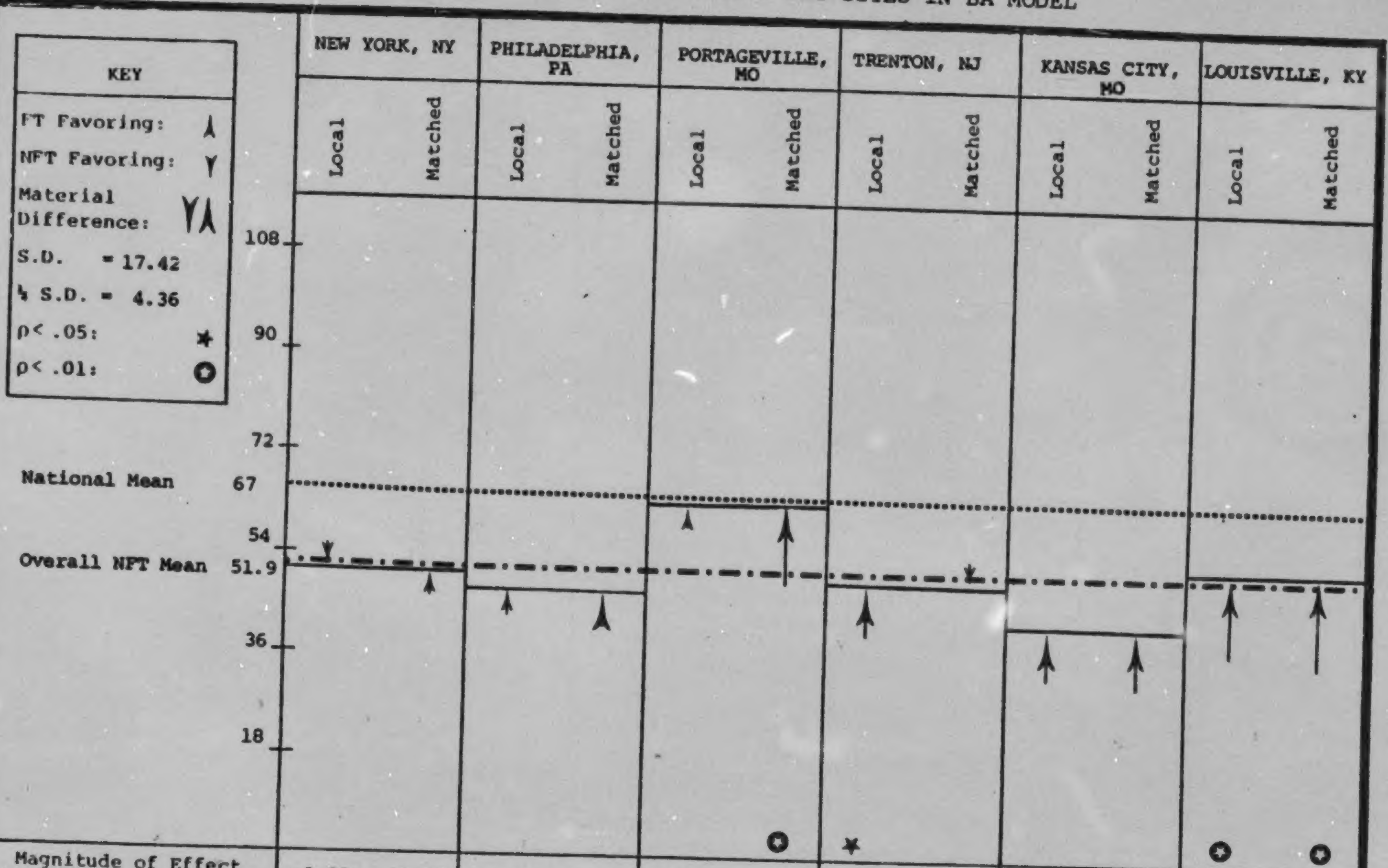
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN BA MODEL



	NEW YORK, NY		PHILADELPHIA, PA		PORTAGEVILLE, MO		TRENTON, NJ		KANSAS CITY, MO		LOUISVILLE, KY	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched
Magnitude of Effect	-.94	-2.37	3.00	-1.07	-7.60	-.08	5.97	-.55	-1.30	-1.71	11.13	5.68
Standard Error	3.09	3.96	1.86	2.56	2.98	3.33	2.62	3.44	3.49	4.12	2.19	4.14
FT Mean	52.7		42.1		52.1		44.4		37.3		44.4	
No. of FT Children	48		193		57		145		83		133	
Matched NFT Site	New York, NY (High/Scope)		New York, NY (NYU)		Providence, RI		Buffalo, NY		Local		Kansas City, MO	

Table A9-19

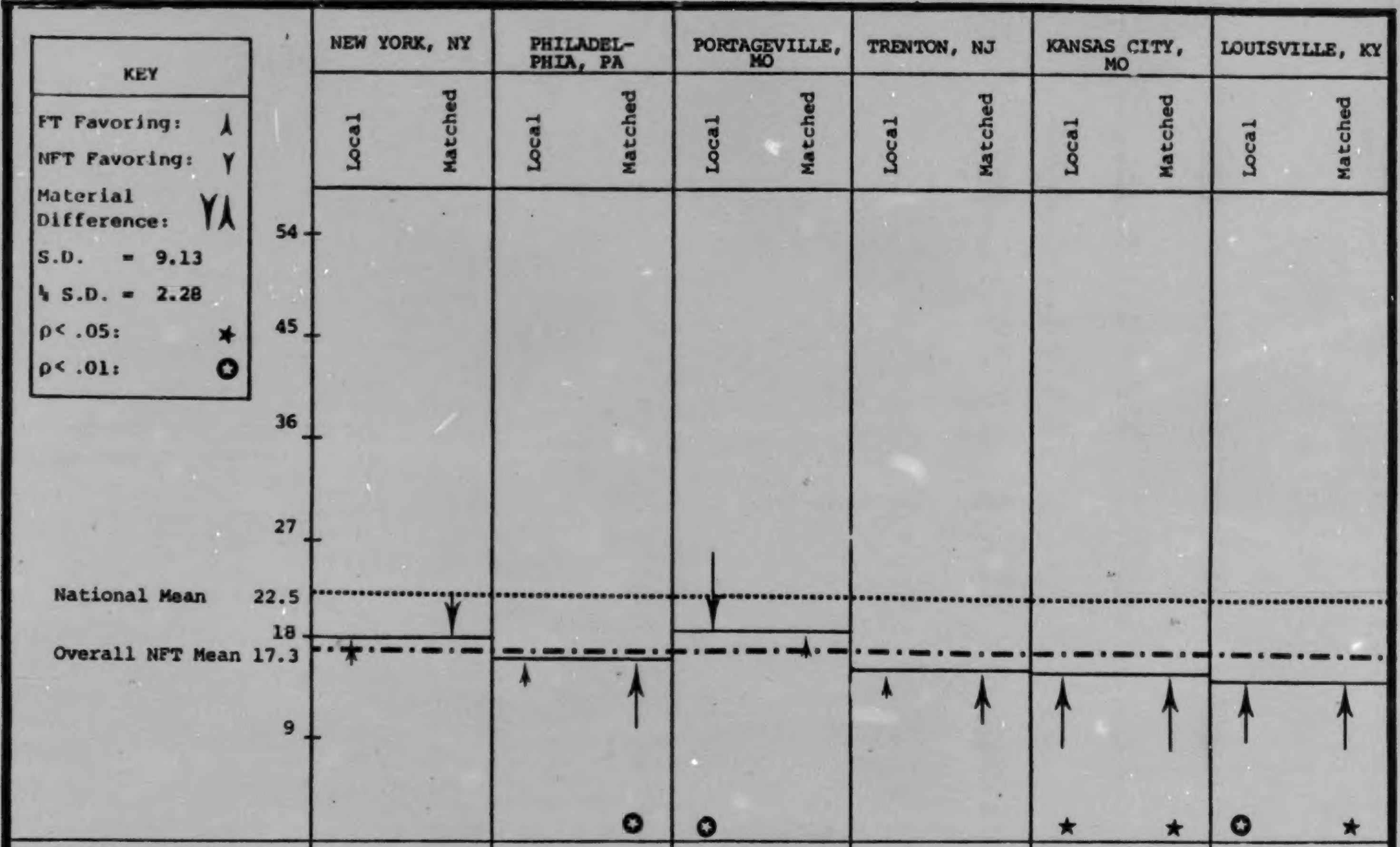
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN BA MODEL



	NEW YORK, NY		PHILADELPHIA, PA		PORTAGEVILLE, MO		TRENTON, NJ		KANSAS CITY, MO		LOUISVILLE, KY	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched
						✪	*				✪	✪
Magnitude of Effect	-3.33	2.07	3.09	4.56	.92	14.54	6.33	-3.31	5.77	7.50	12.30	16.84
Standard Error	3.21	3.96	1.93	2.66	3.04	3.61	2.72	3.51	3.62	3.96	2.28	4.03
FT Mean	51.5		48.3		65.4		50.8		41.1		52.8	
No. of FT Children	48		193		57		145		83		133	
Matched NFT Site	New York (High/Scope)		New York (NYU)		Providence RI		Buffalo, NY		Local		Kansas City, MO	

Table A9-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN BA MODEL



	NEW YORK, NY		PHILADELPHIA, PA		PORTAGEVILLE, MO		TRENTON, NJ		KANSAS CITY, MO		LOUISVILLE, KY	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched
Magnitude of Effect	.73	-3.71	1.85	4.77	-6.68	1.07	.33	3.65	6.26	6.48	4.83	5.30
Standard Error	2.03	2.10	1.02	1.37	1.86	1.77	1.65	1.98	2.30	2.66	1.57	2.19
FT Mean	18.0		16.1		18.9		15.2		14.9		14.0	
No. of FT Children	48		193		57		145		83		133	
Matched NFT Site	New York, NY (High/Scope)		New York, NY (NYU)		Providence, RI		Buffalo, NY		Local		Kansas City, MO	

Table A9-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT III SITES IN BA MODEL

	MAT Norm Population	New York, NY		Philadelphia PA		Portageville MO		Trenton, NJ		Kansas City, MO		Louisville, KY	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Reading													
Spring Second Grade Median	52.5	51	52.8	47.1	46.6	51.2	48.8	48.2	46.2	45.6	44.8	48.0	41.8
Percentile of Median	50.0	44	51.2	23.5	21.8	44.8	32.8	29.2	20.6	19.4	15.6	2.8	10.8
Grade Equivalent	2.65	2.5	2.68	2.25	2.23	2.52	2.38	2.32	2.21	2.16	2.09	2.3	1.94
Fall Kindergarten Median	-	24.4	19.7	19.1	18.4	20.3	15.9	17.6	17.7	17.3	17.6	17.6	16.7
Mathematics													
Spring Second Grade Median	57.0	51.2	53.5	50.5	47.8	56.4	52.2	51.4	44.0	45.3	35.0	51.9	38.0
Percentile of Median	50.0	20.8	31	18	11.8	46.4	24.8	21.6	8	9.3	1.8	23.6	3
Grade Equivalent	2.65	2.31	2.42	2.27	2.09	2.64	2.36	2.32	1.9	1.96	1.45	2.34	1.6
Fall Kindergarten Median	-	17.8	13.1	14.6	10.5	15.6	9.5	13.6	12.6	11.7	12.6	8.9	2.1
Spelling													
Spring Second Grade Median	56.5	55.5	56.5	51.8	49.6	53.0	56.1	49.4	49.0	49.8	39.8	49.4	40.8
Percentile of Median	50.0	45	50	33.2	26.4	36	48.4	25.6	24	27.2	7.8	25.6	9.6
Grade Equivalent	2.85	2.75	2.85	2.48	2.33	2.55	2.81	2.32	2.3	2.34	1.58	2.32	1.68
Fall Kindergarten Median	-	21.6	21.3	19.4	18.5	23.5	19.4	19.4	18.4	19.3	18.4	18.1	17.1

Table A9-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			TRENTON, NJ			KANSAS CITY, MO			LOUISVILLE, KY			SPONSOR'S SITES		
	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match
Fall Kindergarten WRAT																					
Mean	35.9	32.2	31.8	28.4	26.0	27.9	34.6	23.5	31.5	26.3	25.3	25.7	24.3	23.2		22.9	16.2	23.2	28.8	24.4	
Standard Deviation	12.8	14.4	12.7	11.4	11.4	11.9	11.8	13.7	13.2	10.5	9.2	10.4	8.9	8.2		10.7	8.2	8.2			
Highest Occupation in Household *Mean*	13.9	14.5	14.0	13.3	13.7	14.2	14.5	14.2	15.7	13.0	13.4	13.7	13.3	12.8		13.1	13.4	12.8	13.5	13.7	
Standard Deviation	1.5	2.1	2.1	1.8	1.9	1.8	2.4	2.4	2.6	1.5	1.7	2.2	1.9	1.5		1.8	1.5	1.5			
Family Income in Dollars																					
Mean	4294	5500	4985	4911	6864	4933	5292	4014	6105	4288	5348	4577	3135	3015		3741	4731	3015	4277	4912	
Standard Deviation	2117	2884	2639	2708	2347	2022	3046	2832	3197	2159	2689	2680	1797	1198		2283	2888	1198			
Missing Income Information *No. Missing*	17	28	44	102	172	47	7	1	3	85	1	2	34	4		72	29	4			
Valid Cases	31	10	13	91	11	9	50	36	35	60	35	30	49	13		61	35	13			
Ethnic Membership/Race																					
Percent White	4	8	0	0	0	0	72	65	50	2	0	0	1	0		0	2	0	13	12	
Percent Black	54	25	91	99	100	100	28	35	45	92	94	97	99	100		100	98	100	79	75	
Sex (Percent Male)	42	58	48	42	45	52	42	46	47	44	53	56	55	65		46	55	65	45	54	
Entry Age in Months																					
Mean	63.7	66.0	63.0	62.1	62.4	63.3	65.9	65.9	62.9	63.9	63.3	62.6	64.9	64.0		63.7	62.7	64.0	64.0	64.0	
Standard Deviation	3.4	1.8	3.5	3.8	3.6	3.6	3.5	3.7	3.2	3.4	3.4	5.2	4.0	3.9		3.5	4.0	3.9			
Percent with English as First Language	69	60	96	100	100	100	100	100	94	94	100	100	100	100		100	100	100	94	93	
BEST MATCH SITE	New York, NY			New York, NY			Providence, RI			Buffalo, NY			Local			Kansas City, MO					

Table A9-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE BA MODEL

	NEW YORK, NY			PHILADELPHIA, PA			PORTAGEVILLE, MO			TRENTON, NJ			KANSAS CITY, MO			LOUISVILLE, KY			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match				
Spelling																						
Mean	18.0	18.4	16.9	16.1	14.8	11.1	18.9	20.7	18.4	15.2	14.3	10.7	14.9	7.3		14.0	7.1	7.3	16.2	13.8	14.8	17.3
Standard Deviation	10.8	9.8	10.1	9.7	10.2	10.1	8.8	7.8	9.5	10.0	9.0	9.0	10.5	7.9		9.7	6.4	7.9				
Total Reading																						
Mean	52.7	56.1	47.9	42.1	40.3	43.5	52.1	49.0	52.3	44.4	37.3	43.5	37.3	35.8		44.4	28.3	35.8	45.5	41.2	45.5	47.8
Standard Deviation	21.9	18.9	17.8	16.8	17.3	22.9	19.4	19.1	21.0	18.8	13.3	18.3	16.3	18.2		18.0	7.9	18.2				
Total Mathematics																						
Mean	51.5	56.3	46.5	48.3	45.9	44.6	65.4	53.9	52.4	50.8	42.8	52.5	41.1	33.1		52.8	35.4	33.1	51.6	44.6	48.0	51.9
Standard Deviation	19.8	22.3	14.3	18.3	17.3	21.5	18.8	17.7	22.3	19.8	14.4	17.0	15.6	14.9		19.3	9.7	14.9				
BEST MATCH SITE	New York, NY*			New York, NY**			Providence, RI			Buffalo, NY			Local			Kansas City, MO						

*New York's Best Matched Site is High/Scope's New York NFT group

**Philadelphia's Best Matched Site is N.Y.U.'s New York NFT group

Table A9-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE BA MODEL

	NEW YORK, NY		PHILADELPHIA, PA		PORTAGEVILLE, MO		TRENTON, NJ		KANSAS CITY, MO		LOUISVILLE, KY	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian												
Percent			0									
Number			1									
Black												
Percent	54	25	99	100	28	35	92	94	99	100	100	98
Number	26	9	191	181	16	13	134	34	82	17	133	63
Oriental												
Percent		6										
Number		2										
Mexican American												
Percent												
Number												
Puerto Rican												
Percent	42	53					6	6				
Number	20	19					8	2				
Other Spanish Surname												
Percent		6										
Number		2										
White												
Percent	4	8	0	0	72	65	2		1			2
Number	2	3	1	1	41	24	3		1			1
Other												
Percent		3										
Number		1										

Table A9-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE BA MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
PO215622 = Income
SEX = Sex
NOINC = Missing Income
ENTAGE = Entry Age
OCCUP = Occupation
NOOCC = Missing Occupation

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.67299637	.51035190E-01
NOWRAT	-5.3973327	2.8987733
P0215622	.35049777E-03	.25703234E-03
SEX	.10578132E-01	1.3282382
NOINC	-.35229372	3.7735511
ENTAGE	-.92859573E-01	.18562156
OCCUP	.43032431	.32947586
NOOCC	-1.2836103	3.7622085

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.82479521	.57533581E-01
NOWRAT	-3.7958499	3.3657719
P0215622	.22428036E-03	.30582594E-03
SEX	-.44096979	1.5803836
NOINC	-1.8739956	4.4890011
ENTAGE	.12120945	.22085293
OCCUP	.72912400	.39202173
NOOCC	.34920300	4.4764053

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.42407955	.34535980E-01
NOWRAT	-5.2584245	2.0655911
P0215622	.44821275E-04	.18768600E-03
SEX	-2.1839479	.96088443
NOINC	-.42786852	2.7954615
ENTAGE	-.18249800	.13554159
OCCUP	.23972284	.24058453
NOOCC	-.54149923	2.7471790

MAT Language

VARIABLE	B	STD ERROR B
KW	.31958829	.23622864E-01
NOWRAT	-1.8068790	1.3355349
P0215622	.16199967E-03	.12135143E-03
EX	-.38329446	.62709443
OINC	.44036848	1.7815883
NTAGE	-.65929542E-01	.87636603E-01
OCCUP	.27670196	.15555393
OOCC	-.97064695	1.7762331

Raven's

VARIABLE	B	STD ERROR B
FKW	.15035877	.14577294E-01
NOWRAT	-1.0579532	.82413730
P0215622	.82668859E-04	.74884029E-04
SEX	1.4030005	.33697069
NOINC	.90621352	1.0993897
ENTAGE	-.10699880E-01	.54079150E-01
OCCUP	.10144863	.95989727E-01
NOOCC	-.91122928	1.0960851

Coopersmith

ARIABLE	B	STD ERROR B
W	.97334258E-01	.24155336E-01
OWRAT	-1.9178466	1.3656648
215622	.40357747E-04	.12408931E-03
X	-.17560129	.64124290
INC	-.36479262E-01	1.8217838
TAGE	.14882468	.89413824E-01
CCUP	.71874077E-01	.15906338
OCC	-.30326935E-01	1.8163078

IARS (+)

VARIABLE	B	STD ERROR B
FKW	.48997701E-01	.94798828E-02
NOWRAT	-.23470337	.53849515
P0215622	.45190296E-04	.48493328E-04
SEX	-.21979014	.25162724
NOINC	-.44469208E-01	.71487738
ENTAGE	.23283337E-01	.35154958E-01
OCCUP	.73723607E-01	.62417344E-01
NOOCC	-.14463605	.71272918

Table A9-25 (cont.)

IARS(-)

```
VARIABLE            B                STD ERROR B

FKW          .40236886E-01      .89703380E-02
NOWRAT       .22801068          .50714405
P0215622     .35406984E-05      .46080902E-04
SEX         -.10415214          .23812729
NOINC       -.81965479          .67652435
ENTAGE       .16048752E-01      .33278337E-01
OCCUP       -.44411543E-02      .59068616E-01
NOOCC        .71558580          .67449083
```

MAT Word Knowledge

```
VARIABLE            B                STD ERROR B

FKW          .40162041          .30820299E-01
NOWRAT     -3.7621760          1.7424468
P0215622     .20752681E-03      .15832487E-03
SEX          .41052562          .81815832
NOINC       -.65254977         2.3244040
ENTAGE      -.85335542E-01      .11433779
OCCUP        .25902838          .20294810
NOOCC       -.46880341         2.3174173
```

MAT Reading

```
VARIABLE            B                STD ERROR B

FKW          .27137596          .22425653E-01
NOWRAT     -1.6351568          1.2791568
P0215622     .14297096E-03      .11622871E-03
SEX         -.39994748          .60062254
NOINC        .37025605         1.7063806
ENTAGE      -.75240309E-02      .83937123E-01
OCCUP        .17129593          .14898739
NOOCC       -.81480693         1.7012515
```

MAT Math Concepts

```
VARIABLE            B                STD ERROR B

FKW          .28846153          .23107344E-01
NOWRAT     -1.8592742          1.3063907
PC215622     .75401707E-04      .11870328E-03
SEX          .53780964          .61341008
NOINC       -.76241662         1.7427102
ENTAGE       .29450054E-01      .85724185E-01
OCCUP        .28725285          .15215931
NOOCC        .52478992         1.7374719
```

MAT Math Computations

```
VARIABLE            B                STD ERROR B

FKW          .27590245          .22773459E-01
NOWRAT     -1.2605065          1.2875131
P0215622     .41284700E-04      .11698800E-03
SEX         -.65787126          .60454620
NOINC       -.46720486         1.7175278
ENTAGE       .67003716E-01      .84485456E-01
OCCUP        .26686196          .14996059
NOOCC       -.12518198         1.7123652
```

MAT Math Problem Solving

```
VARIABLE            B                STD ERROR B

FKW          .26043123          .21030938E-01
NOWRAT      -.67606920         1.1889985
P0215622     .10759395E-03      .10803661E-03
SEX         -.32008815          .55828969
NOINC       -.64437408         1.5861104
ENTAGE       .24755685E-01      .78021015E-01
OCCUP        .17500920          .13848529
NOOCC       -.15040494         1.5013428
```

MAT Language Part A

```
VARIABLE            B                STD ERROR B

FKW          .11294165          .98013820E-02
NOWRAT      -.57531538          .55412786
P0215622     .30697167E-04      .50350017E-04
SEX         -.31661350          .26018833
NOINC       -.81363348          .73920021
ENTAGE       .15050394E-01      .36361173E-01
OCCUP        .74171973E-01      .64540944E-01
NOOCC        .60744446          .73697830
```

MAT Language Part B

```
VARIABLE            B                STD ERROR B

FKW          .20671864          .18475959E-01
NOWRAT     -1.2315627          1.0445511
P0215622     .13121250E-03      .94911601E-04
SEX         -.66829962E-01      .49046441
NOINC       1.2540020          1.3934131
ENTAGE      -.80979936E-01      .68542502E-01
OCCUP        .20252999          .12166205
NOOCC      -1.5780874          1.3932357
```

Table A10-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES
FOR COHORT III SITES IN COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			GREELEY, CO			DENVER, CO			SEATTLE, WA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	49.6	50.6		42.7		53.8	34.2	47.9	52.6	40.5	51.7		40.5	53.3	49.4	37.1	55.3	49.4	40.8	51.8	
Number	3	3		6		3	2	10	7	2	1		2	4	11	7	8	11			
Local Mean Difference								→ 13.7			→ 11.2			→ 12.8			→ 18.2			→ 11.0	
Best Match Mean Difference						→ 11.1			→ 18.4		→ 11.2				→ 8.9			→ 12.3			
Flexible Classroom	48.9	41.6		60.1		44.4	59.7	49.4	43.1	63.7	40.7		59.7	38.7	48.6	62.4	40.4	48.6	59.1	42.2	
Number	3	3		6		3	2	10	7	2	1		2	4	11	6	8	11			
Local Mean Difference	7.3 ←						10.3 ←			23.0 ←			21.0 ←			22.0 ←			16.9 ←		
Best Match Mean Difference	7.3 ←			15.7 ←			16.6 ←			23.0 ←			11.1 ←			13.8 ←					
Individualization	48.8	35.3		53.9		37.4	70.5	52.8	51.4	64.3	42.5		56.5	44.9	56.8	62.9	39.1	56.8	59.5	42.9	
Number	3	3		6		3	2	10	7	2	1		2	4	10	7	8	10			
Local Mean Difference	13.5 ←						17.7 ←			21.8 ←			11.6 ←			23.8 ←			16.6 ←		
Best Match Mean Difference	13.5 ←			16.5 ←			19.1 ←			21.8 ←						6.1 ←					
Academic (vs. Emotional) Emphasis	61.5	60.6		44.3		55.9	42.5	50.8	48.2	41.1	46.6		43.9	52.9	47.5	39.4	56.7	47.5	45.4	53.5	
Number	3	3		6		3	2	10	7	2	1		2	4	10	5	8	10			
Local Mean Difference								→ 8.3			→ 5.5			→ 9.0			→ 17.3			→ 8.1	
Best Match Mean Difference						→ 11.6			→ 5.7		→ 5.5				→ 3.6			→ 8.1			
Satisfaction with Sponsor	38.5			59.1			59.1			50.4			57.8			59.8			54.1		
Number	3			5			1			2			2			6					
Local Mean Difference																					
Best Match Mean Difference																					
BEST MATCH SITE	Local			New York, NY *			Louisville, KY			Local			Fresno, CA			Fresno, CA					

*** Chicago's Best Matched Site is N.Y.U.'s New York NFT group.**

Table A10-2

TEACHER BACKGROUND CHARACTERISTICS
FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Years in School												
Mean	1.7	7.2	3.8	3.2	10.0	4.2	3.3	4.1	9.7	4.4	7.1	
Standard Deviation	2.1	5.6	4.7	8.2	3.9	7.2	1.2	4.7	8.5			
Number	3	22	20	4	4	4	6	10	9			
Years in Model												
Mean	1.3			1.5			3.9			2.2		
Standard Deviation	.6			.6			.4					
Number	3			4			5					
Age in Years												
Mean	30.7	36.5	30.2	33.3	35.0	32.2	32.7	36.0	37.4	33.9	35,8	
Standard Deviation	7.6	12.3	7.6	10.1	10.2	12.0	6.0	12.4	11.3			
Number	3	21	18	3	3	4	6	10	9			
Teacher Ethnicity												
Percent White	67	62	37	50	75	50	67	100	78	61	79	
Percent Black	33	24	63	50	25	50	33	0	22	39	16	
Percent Spanish Surname	0	10	0	0	0	0	0	0	0	0	3	
Percent Other	0	5	0	0	0	0	0	0	0	0	2	
Number	3	21	19	4	4	4	6	10	9			
Teacher Certification												
Percent None	0	0	0	0	0	0	0	0	0	0	0	
Percent Temporary	0	5	0	0	0	0	0	0	33	0	2	
Percent Renewable/Permanent	67	90	95	100	100	100	100	100	67	89	97	
Percent Other	33	5	5	0	0	0	0	0	0	11	12	
Number	3	21	19	4	4	4	6	9	9			
BEST MATCH SITE	Richmond, VA			Kansas City, MO			Rochester, NY					

Table A10-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			FT. WALTON BEACH, FL		
	FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match
Years in School									
Mean	3.7		5.3	5.2		8.7	4.5	5.3	14.6
Standard Deviation	3.2		4.2	2.9		3.1	.7	6.3	12.7
Number	3		3	6		3	2	10	5
Years in Model									
Mean	3.0			1.8			4.5		
Standard Deviation	2.6			.4			.7		
Number	3			5			2		
Age in Years									
Mean	35.7		33.7	32.5		43.0	36.0	42.1	44.0
Standard Deviation	11.9		9.3	11.5		13.1	11.3	17.1	15.0
Number	3		3	6		3	2	10	7
Teacher Ethnicity									
Percent White	50		33	83		33	50	100	71
Percent Black	50		67	17		67	50	0	29
Percent Spanish Surname	0		0	0		0	0	0	0
Percent Other	0		0	0		0	0	0	0
Number	2		3	6		3	2	10	7
Teacher Certification									
Percent None	0		0	0		0	0	0	0
Percent Temporary	0		0	0		0	0	0	17
Percent Renewable/Permanent	100		100	100		100	100	90	83
Percent Other	0		0	0		0	0	10	0
Number	3		3	6		3	2	10	6
BEST MATCH SITE	Local			New York, NY *			Louisville, KY		

	GREELEY, CO			DENVER, CO			SEATTLE, WA			SPONSOR's SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		
Years in School											
Mean	6.0		3.0	4.5	7.2	5.0	3.4	3.0	5.0	4.6	4.8
Standard Deviation	8.5		0	.7	5.6	4.3	2.1	1.2	4.3	3.0	3.5
Number	2		1	2	4	11	7	8	11		
Years in Model											
Mean	25.0			3.0			1.4			6.4	
Standard Deviation	35.4			0			.8			6.6	
Number	2			2			7				
Age in Years											
Mean	46.0		23.0	41.0	34.5	34.8	34.7	29.6	34.8	37.6	32.6
Standard Deviation	14.1		0	2.8	9.1	10.1	12.9	7.1	10.1	10.8	8.5
Number	2		1	2	4	11	7	8	11		
Teacher Ethnicity											
Percent White	100		100	50	75	64	71	88	64	67	79
Percent Black	0		0	0	25	18	14	12	18	22	21
Percent Spanish Surname	0		0	50	0	9	0	0	9	8	0
Percent Other	0		0	0	0	9	14	0	9	2	0
Number	2		1	2	4	11	7	8	11		
Teacher Certification											
Percent None	0		0	0	0	0	0	0	0	0	0
Percent Temporary	0		0	0	0	27	14	38	27	2	8
Percent Renewable/Permanent	100		100	100	100	64	86	62	64	98	90
Percent Other	0		0	0	0	9	0	0	9	0	2
Number	2		1	1	4	11	7	8	11		
BEST MATCH SITE	Local			Fresno, CA			Fresno, CA				

*Chicago's Best Match Site is N.Y.U.'s New York NFT group.

Table A10-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974) FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	40.5	51.2	50.4	37.9	48.5	56.4	42.7	47.9	58.1	40.4	49.2	
Number	2	21	18	3	4	4	6	10	3			
Local Mean Difference		→ 10.7			→ 9.6			→ 5.2			→ 8.8	
Best Match Mean Difference			→ 9.9			→ 18.5			→ 5.4			
Flexible Classroom	58.3	41.8	49.9	63.3	46.8	44.1	61.9	51.6	48.0	61.2	46.7	
Number	2	20	19	3	4	4	6	10	3			
Local Mean Difference	16.5 ←			16.5 ←			10.3 ←			14.5 ←		
Best Match Mean Difference	8.4 ←			19.2 ←			13.9 ←					
Individualization	59.6	39.4	47.1	50.8	44.9	48.8	52.9	50.6	41.5	54.4	45.0	
Number	2	20	19	3	4	4	6	10	3			
Local Mean Difference	20.2 ←			5.9 ←						9.4 ←		
Best Match Mean Difference	12.5 ←						9.4 ←					
Academic (vs. Emotional) Emphasis	49.4	50.2	48.8	42.0	53.6	52.9	39.7	47.2	56.8	43.7	50.3	
Number	2	21	18	3	4	4	6	10	3			
Local Mean Difference					→ 11.6			→ 7.5			→ 6.6	
Best Match Mean Difference						→ 10.9			→ 17.1			
Satisfaction with Sponsor	51.7			59.1			52.9			54.6		
Number	2			3			5					
Local Mean Difference												
Best Match Mean Difference												
BEST MATCH SITE	Richmond, VA			Kansas City, MO			Rochester, NY					

Table A10-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School Helped Child	50.8	47.4	48.8	51.5	42.6	49.1	54.1	51.2	48.2	52.1	47.1	
Number	32	86	22	34	3	21	17	22	3	83	111	
Local Mean Difference	3.4 ←			8.9 ←			2.9 ←			5.0 ←		
Best Match Mean Difference							5.9 ←			3.4 ←		
School Helped Parent Understand	48.2	47.6	48.3	56.0	50.7	49.1	56.2	44.0	43.0	53.5	47.4	
Number	33	87	22	35	3	21	17	22	3	85	112	
Local Mean Difference				5.3 ←			12.2 ←			6.1 ←		
Best Match Mean Difference				6.9 ←			13.2 ←			6.7 ←		
Child's Progress in School	47.9	50.7	48.0	47.7	43.3	47.7	48.5	51.3	38.5	48.0	48.4	
Number	32	87	22	35	3	21	17	22	3	84	112	
Local Mean Difference		→ 2.8		4.4 ←				→ 2.8				
Best Match Mean Difference							10.0 ←			3.3 ←		
PAC Involvement	43.9	47.4	40.8	55.0	39.4	50.7	52.4	47.4	42.1	50.4	43.0	
Number	16	20	6	25	2	12	11	4	3	52	26	
Local Mean Difference		→ 3.5		15.6 ←			5.0 ←			7.4 ←		
Best Match Mean Difference	3.1 ←			4.3 ←			10.3 ←			5.9 ←		
Child's Emotional Adjustment	48.2	50.0	47.1	51.8	52.5	50.6	52.9	46.9	57.5	51.0	49.8	
Number	33	88	22	36	3	21	17	22	3	86	113	
Local Mean Difference							6.0 ←					
Best Match Mean Difference									→ 4.6			
Parent Visits to School	49.2	48.8	46.8	56.1	46.2	57.8	48.2	47.2	46.1	51.2	47.4	
Number	27	77	19	30	1	12	6	17	2	63	95	
Local Mean Difference				9.9 ←						3.8 ←		
Best Match Mean Difference												
Parent Child Interaction	55.8	53.4	49.3	50.5	52.4	45.9	46.8	47.3	51.3	51.0	51.0	
Number	25	72	15	24	3	18	14	15	3	63	90	
Local Mean Difference												
Best Match Mean Difference	6.5 ←			4.6 ←					→ 4.5			
Parent Locus	49.7	49.6	46.8	46.3	56.0	49.2	45.4	53.4	45.5	47.1	53.0	
Number	32	86	22	36	3	21	17	21	3	85	110	
Local Mean Difference					→ 9.7			→ 8.0			→ 5.9	
Best Match Mean Difference	2.9 ←					→ 2.9						
BEST MATCH SITE	Richmond, VA			Kansas City, MO			Rochester, NY					

Table A10-5 (Continued)

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School's Receptivity	49.3	49.2	48.2	51.8	52.1	48.0	47.9	50.4	52.5	49.7	50.6	
Number	32	83	22	36	3	20	17	20	3	85	106	
Local Mean Difference								→ 2.5				
Best Match Mean Difference				3.8 ←					→ 4.6			
Talks with Teacher	50.7	47.8	44.7	48.8	59.6	46.8	45.6	48.7	43.0	48.4	52.0	
Number	27	77	19	30	1	12	6	17	2	63	95	
Local Mean Difference	2.9 ←				→ 10.8			→ 3.1			→ 3.6	
Best Match Mean Difference	6.0 ←						2.6 ←			3.6 ←		
School Helped Parent Personally	46.2	47.4	47.3	56.8	43.5	46.4	50.1	48.2	43.5	51.0	46.4	
Number	33	87	22	34	3	21	17	22	3	84	112	
Local Mean Difference				13.3 ←						4.6 ←		
Best Match Mean Difference				10.4 ←			6.6 ←			5.3 ←		
Satisfaction with Teacher	48.1	48.3	47.4	49.3	40.8	45.7	51.1	53.2	45.4	49.5	47.4	
Number	30	82	19	30	3	18	9	21	2	69	106	
Local Mean Difference				8.5 ←								
Best Match Mean Difference				3.6 ←			5.7 ←			3.3 ←		
BEST MATCH SITE	Richmond, VA			Kansas City, MO			Rochester, NY					

Figure A10-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN COGNITIVE CURRICULUM MODEL HIGHLIGHTED

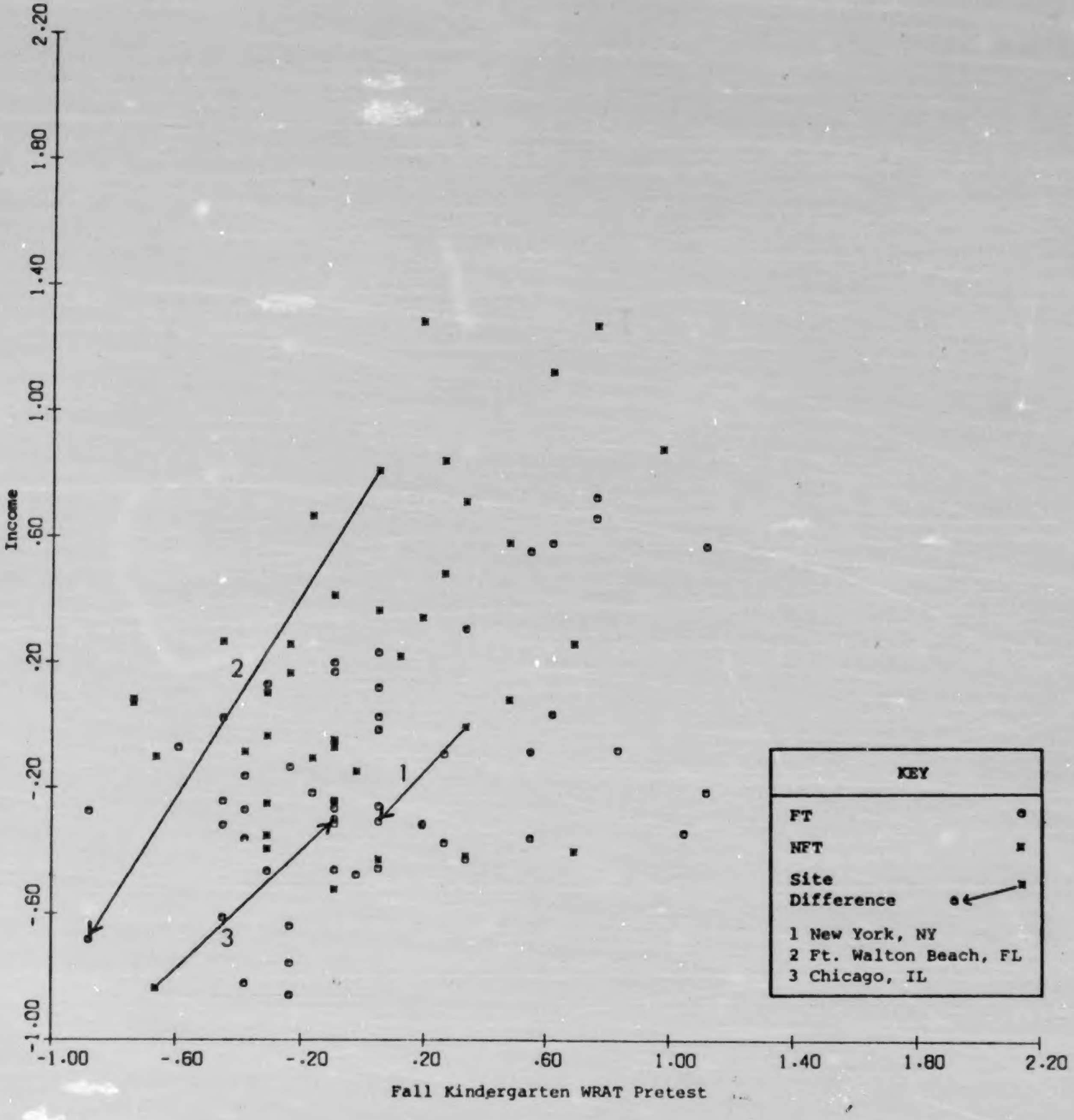


Figure A10-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN COGNITIVE CURRICULUM MODEL HIGHLIGHTED

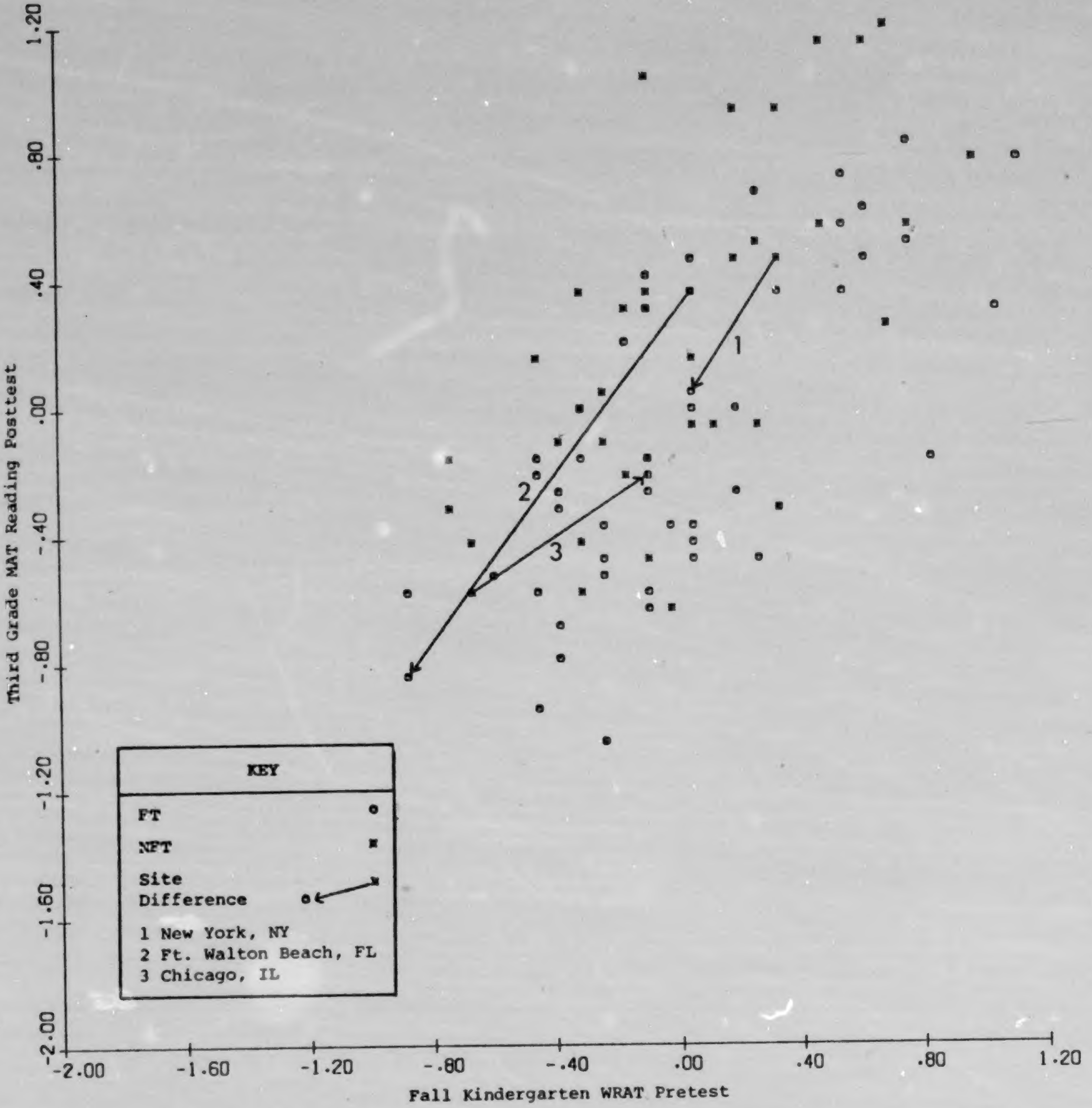
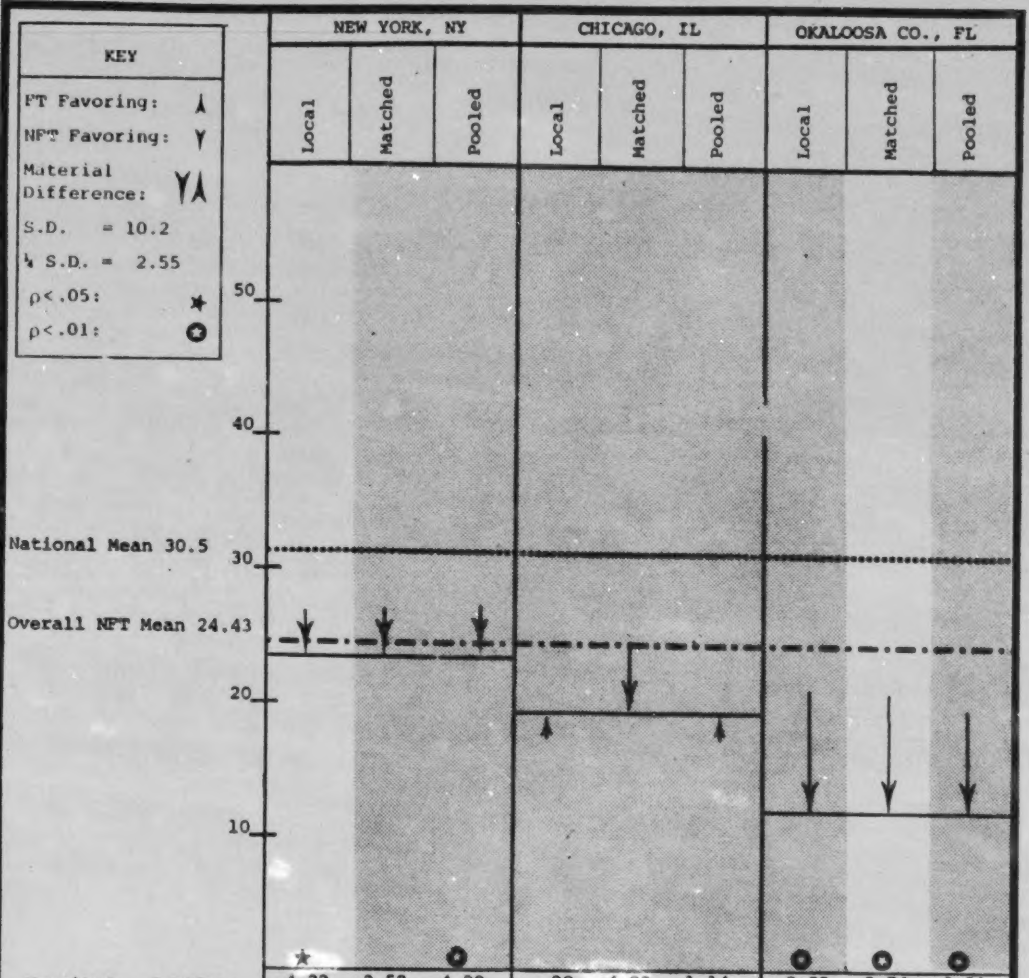


Table A10-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-4.22	-3.52	-4.20	.90	-4.88	1.14	-8.89	-8.74	-6.20
Standard Error	1.85	2.12	1.34	3.78	3.43	1.84	.94	1.92	.83
FT Mean	22.62			19.22			12.15		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		

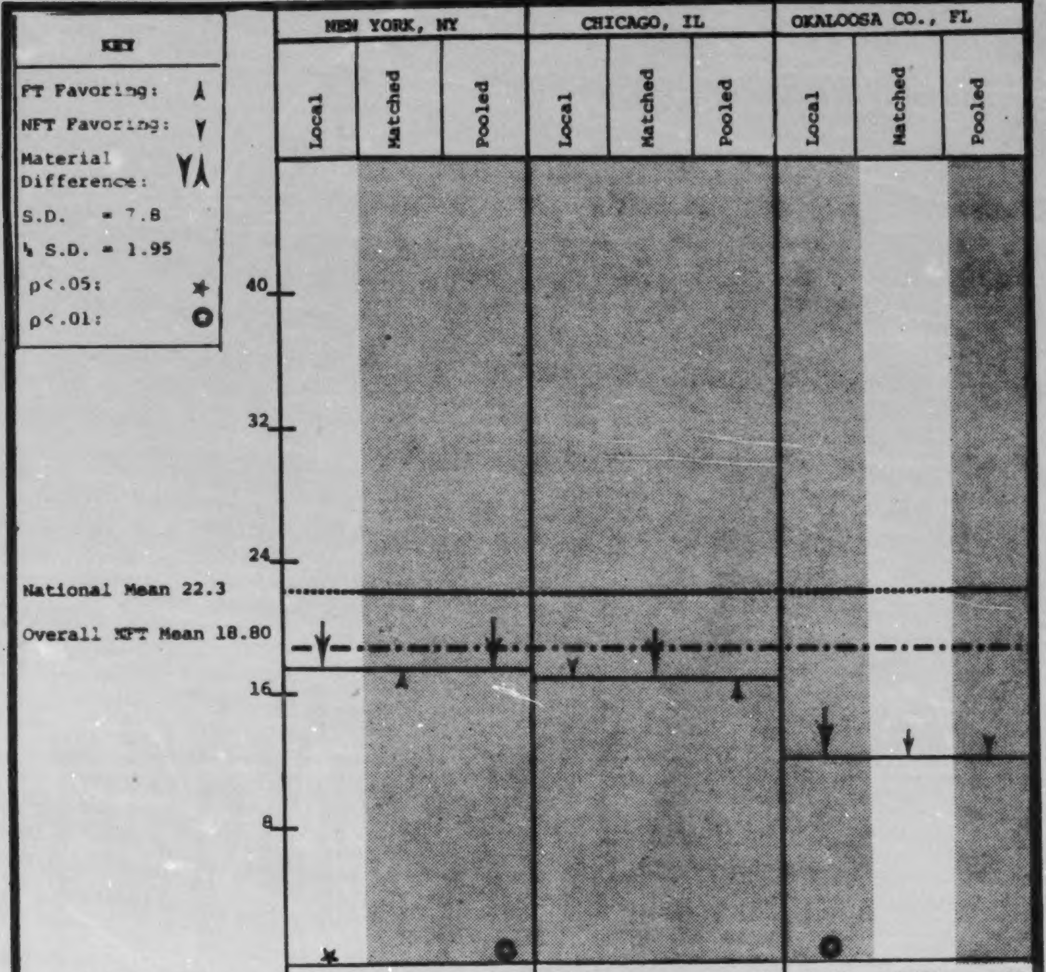
PS PS [illegible] PS PS FKW FKW

FKW

902

Table A10-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



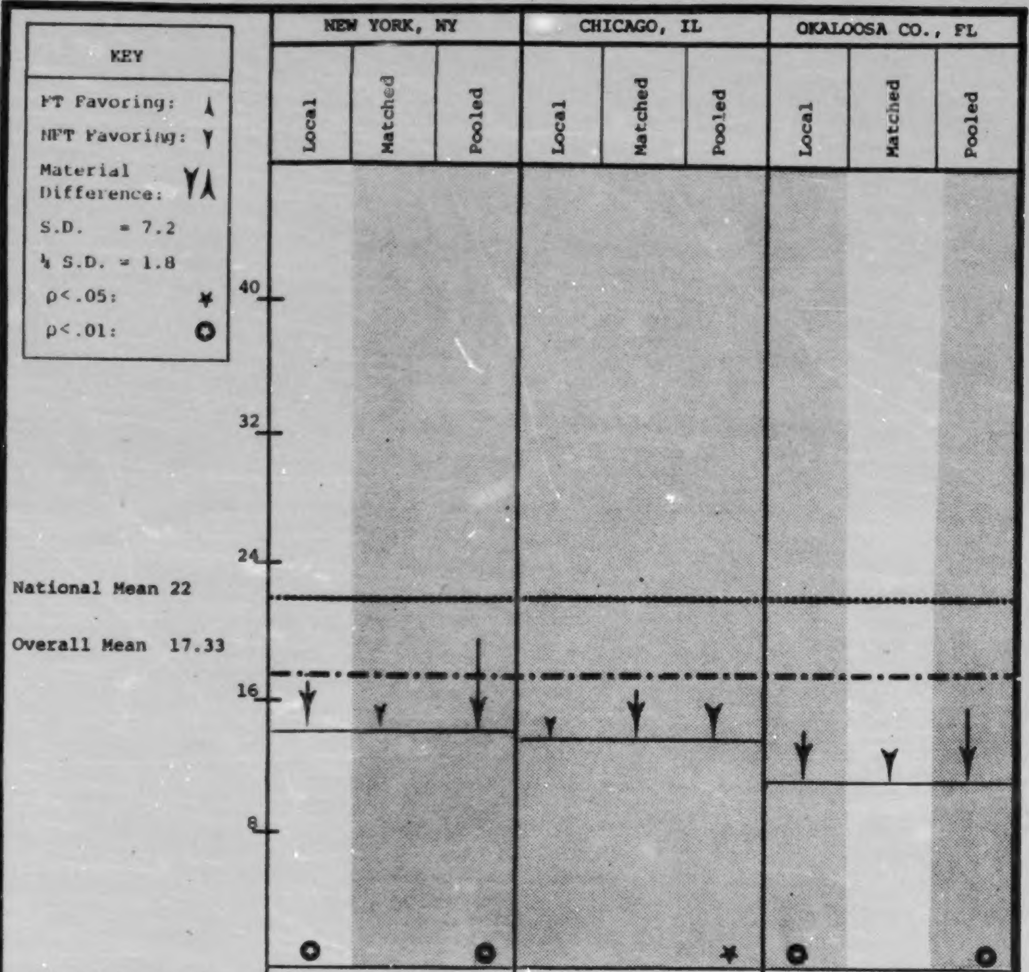
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.81	.30	-3.05	-.21	-2.10	1.34	-2.83	-1.57	-.33
Standard Error	1.40	1.46	.93	2.87	2.45	1.22	.71	1.29	.64
FT Mean	17.60			16.94			12.10		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		

PS PS PS PS PS FKW FKW

FKW 909

Table A10-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



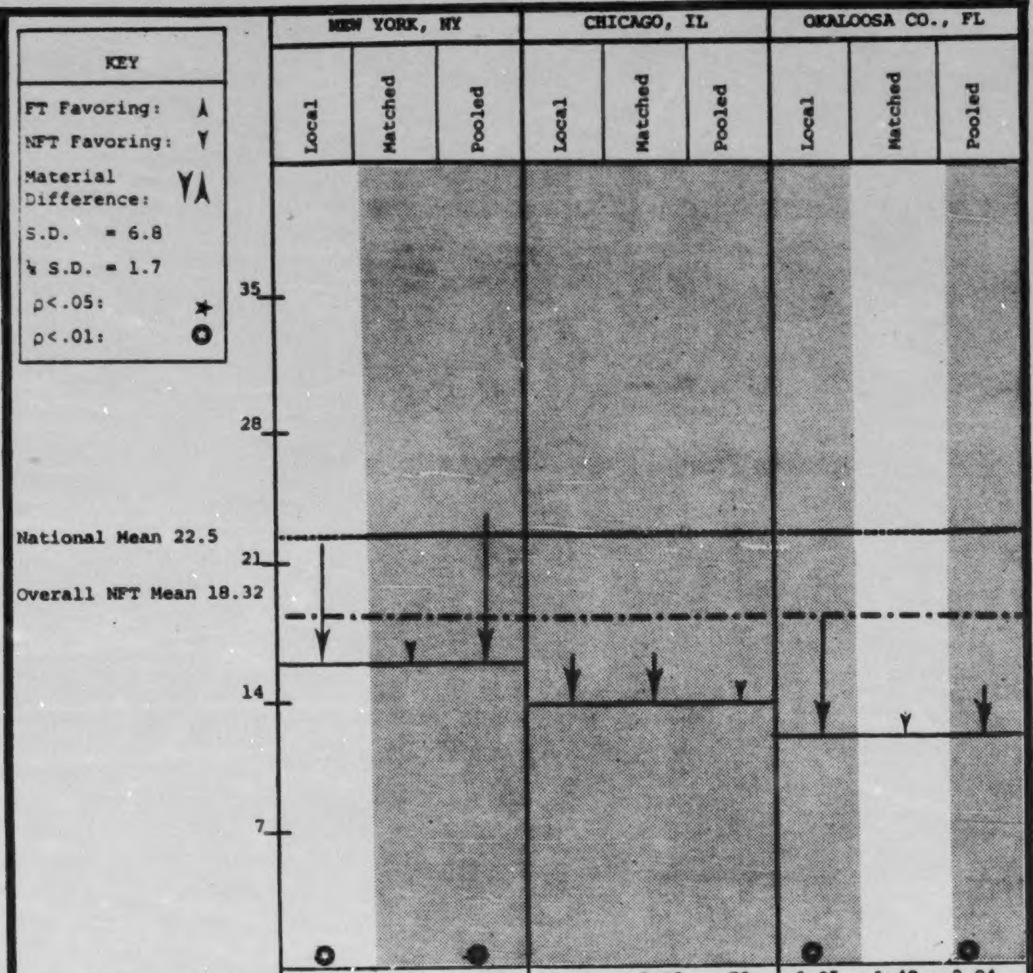
	NEW YORK, NY Local	Matched	Pooled	CHICAGO, IL Local	Matched	Pooled	OKALOOSA CO., FL Local	Matched	Pooled
Magnitude of Effect	-4.81	-.98	-8.19	-1.45	-3.34	-2.40	-3.97	-2.15	-4.23
Standard Error	1.41	1.36	.94	2.88	2.32	.98	.71	1.49	.68
FT Mean	13.94			13.28			10.94		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		

PS PS PS PS PS FKW FKW

FKW

Table A10-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



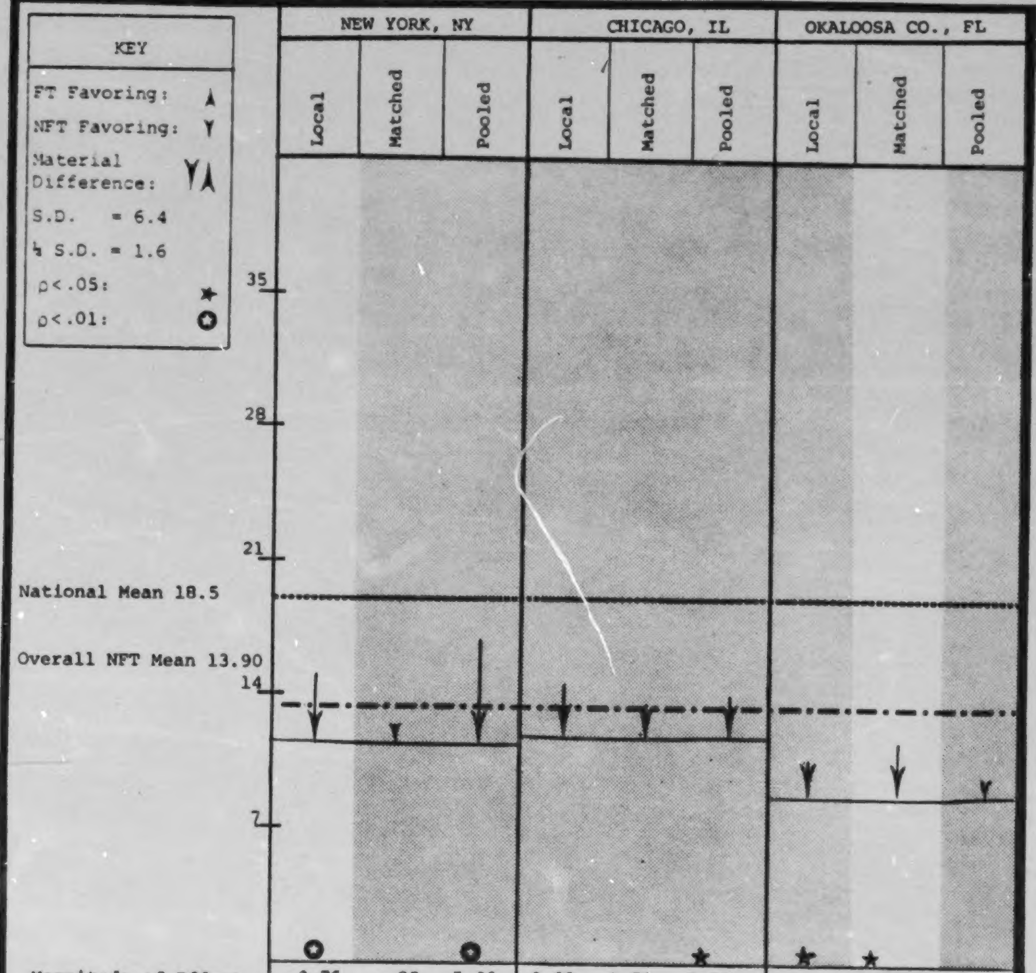
	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-6.85	-.23	-8.05	-2.31	-2.30	-.76	-6.35	-1.48	-2.84
Standard Error	1.47	1.40	.88	3.01	2.17	1.11	.75	1.47	.63
FT Mean	15.67			14.00			12.00		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		

PS PS PS DS PS FKW FKW

FKW 905

Table A10-10

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL

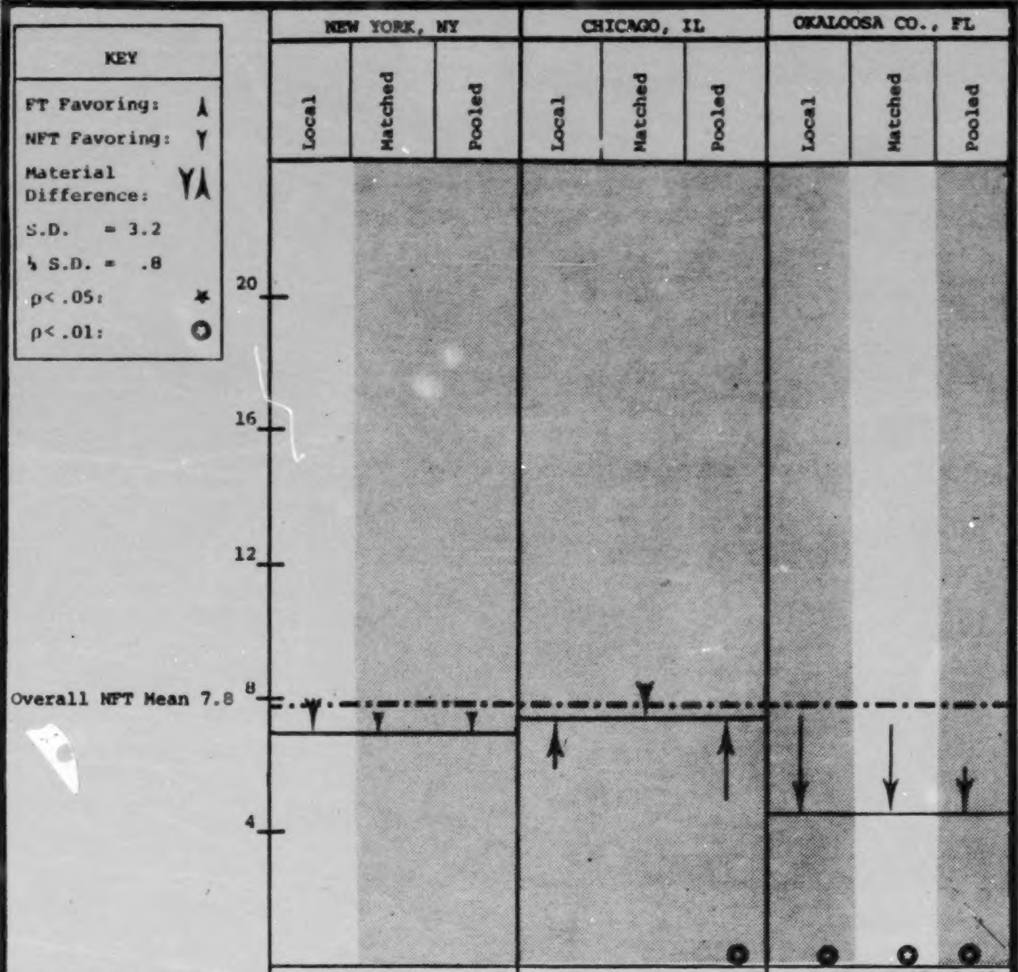


	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-3.76	-.28	-5.36	-2.60	-1.70	-2.03	-1.8	-2.62	-.96
Standard Error	1.34	1.28	.88	2.75	1.95	1.00	.69	.98	.50
FT Mean	11.37			11.72			8.85		
No. of FT Children	52			18			48		
Matched NFT Site	Richmond, VA			Kansas City, MO			Rochester, NY		

PS PS PS PS PS FKW FKW
FKW

Table A10-11

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



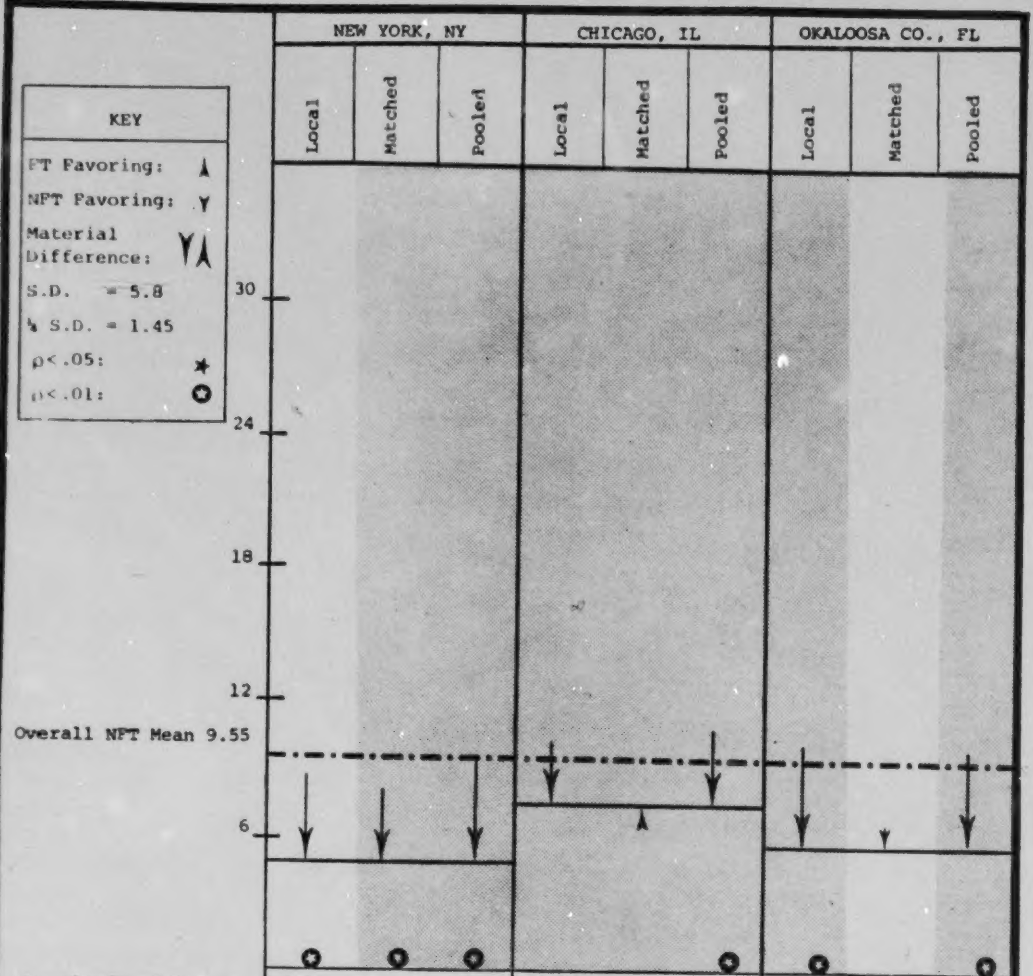
	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled	OKALOOSA CO., FL Local	OKALOOSA CO., FL Matched	OKALOOSA CO., FL Pooled
Magnitude of Effect	-.95	-.29	-.42	1.88	-.93	2.61	-3.03	-2.37	-1.08
Standard Error	.56	.71	.46	1.15	1.11	.76	.28	.75	.29
FT Mean		7.08			7.39			4.35	
No. of FT Children		52			18			48	
Matched NFT Site		Richmond, VA			Kansas City, MO			Rochester, NY	

PS PS PS PS PS FKW FKW

FKW 007

Table A10-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN COGNITIVE CURRICULUM MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled	OKALOOSA CO., FL Local	OKALOOSA CO., FL Matched	OKALOOSA CO., FL Pooled
Magnitude of Effect	-3.84	-3.33	-4.97	-2.94	.44	-3.17	-4.50	-1.14	-4.26
Standard Error	1.11	1.01	.61	2.27	1.64	.90	.57	.99	.48
FT Mean		4.92			7.56			5.73	
No. of FT Children		52			18			48	
Matched NFT Site		Richmond, VA			Kansas City, MO			Rochester, NY	

PS PS PS PS PS FKW FKW

FKW

Table A10-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR COGNITIVE CURRICULUM MODEL

		NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL		
		FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION	*Number*	100	773	873	92	85	177	108	82	190
CHILDREN RETAINED	*Percent*	52	31.7	34.0	19.6	22.4	20.9	44.4	45.1	44.7
	Number	52	245	297	18	19	37	48	37	85
No WRAT	*Percent*	6	6	6	6	11	8	0	0	0
	Number	3	15	18	1	2	3	0	0	0
No Income	*Percent*	23	62	56	0	11	5	0	0	0
	Number	12	153	165	0	2	2	0	0	0
WRAT Score	*Mean*	31	33	33	28	20	24	17	30	23
	Standard Deviation	14	15	15	11	10	11	8	12	12
	Number	49	230	279	17	17	34	48	37	85
Income	*Mean*	4675	5440	5208	4583	3059	3843	3458	7797	5347
	Standard Deviation	2272	2561	2493	2224	1345	1981	1679	2387	2950
	Number	40	92	132	18	17	35	48	37	85
CHILDREN NOT RETAINED	*Percent*	48	68.3	66.0	80.4	77.6	79.1	55.6	54.9	55.3
	Number	48	528	576	74	66	140	60	45	105
No WRAT	*Percent*	8	13	12	16	48	31	25	9	18
	Number	4	67	71	12	32	44	15	4	19
No Income	*Percent*	38	69	66	36	58	46	40	22	32
	Number	18	364	382	27	38	65	24	10	34
WRAT Score	*Mean*	30	32	32	20	22	21	21	23	22
	Standard Deviation	13	16	15	9	11	10	10	12	11
	Number	44	461	505	62	34	96	45	41	86
Income	*Mean*	5167	5835	5732	4968	4839	4920	4722	6385	5542
	Standard Deviation	2499	2875	2824	2505	2607	2527	2603	2913	2865
	Number	30	164	194	47	28	75	36	35	71

Table A10-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			SPONSOR'S SITES		
	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match
Fall Kindergarten WRAT												
Mean	30.5	33.3	30.2	28.1	19.8	27.4	17.0	30.0	20.0	25.2	27.7	
Standard Deviation	13.6	14.7	10.9	11.0	9.9	11.2	8.1	12.2	9.3			
Highest Occupation in Household												
Mean	13.7	14.3	13.6	14.2	13.1	13.4	12.8	15.2	13.6	13.6	14.2	
Standard Deviation	1.8	2.1	1.7	1.8	1.2	2.0	1.2	2.1	2.1			
Family Income in Dollars												
Mean	4675	5440	4222	4583	3059	4595	3458	7797	5143	4239	5432	
Standard Deviation	2272	2561	2682	2224	1345	2644	1679	2387	2527			
Missing Income Information												
No. Missing	12	153	33	0	2	6	0	0	7			
Valid Cases	40	92	36	18	17	21	48	37	28			
Ethnic Membership/Race												
Percent White	0	0	10	0	0	0	6	86	0	2	29	
Percent Black	100	78	90	100	100	100	94	14	100	98	64	
Sex (Percent Male)	50	47	49	50	53	41	48	54	57	49	51	
Entry Age in Months												
Mean	54.4	54.7	59.4	55.7	55.9	55.9	53.7	55.3	55.6	54.6	55.3	
Standard Deviation	3.7	3.5	5.6	4.1	3.4	3.4	3.4	4.5	4.6	3.7	3.8	
Percent with English as First Language	100	80	100	100	100	100	100	100	100	100	93	
MATCHED SITE	Richmond, VA			Kansas City, MO			Rochester, NY					

Table A10-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			SPONSOR'S SITES			ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading														
Mean	40.21	49.03	38.20	36.17	29.42	45.48	24.25	47.05	32.40	33.54	41.83		38.36	43.58
Standard Deviation	16.20	19.17	16.95	15.10	10.04	16.57	7.67	16.53	13.04					
Total Mathematics														
Mean	40.98	59.05	40.90	39.00	38.42	48.18	31.79	55.97	37.66	37.26	51.15		45.83	49.36
Standard Deviation	17.68	23.80	16.92	14.61	12.47	18.29	8.74	22.17	13.67					
Language														
Mean	12.00	17.72	14.86	14.94	13.21	15.85	10.08	22.49	14.69	12.31	17.81		16.24	17.53
Standard Deviation	6.13	8.63	7.13	4.98	3.63	7.33	3.97	8.42	5.42					
Spelling														
Mean	18.36	23.84	17.45	14.22	7.42	22.67	4.17	19.68	12.57	12.25	16.98		15.73	18.92
Standard Deviation	12.94	12.57	11.96	12.36	10.26	11.74	7.19	11.65	12.73					
Raven's Progressive Matrices														
Mean	15.83	18.34	17.32	18.44	15.00	18.26	16.50	19.97	16.43	16.92	17.77		18.26	19.06
Standard Deviation	4.25	4.72	4.27	3.17	4.88	4.60	4.31	4.38	4.53					
Coopersmith's Self-Esteem														
Mean	35.19	36.16	35.45	34.22	29.74	36.63	32.67	38.92	34.69	34.03	34.94		35.25	36.53
Standard Deviation	7.09	7.08	6.98	6.49	9.68	8.34	7.13	7.34	9.83					
IARS - Locus Negative														
Mean	9.94	10.85	10.13	9.00	8.68	10.89	8.25	10.70	8.43	9.06	10.08		9.69	9.90
Standard Deviation	2.66	2.87	3.22	2.20	2.50	2.33	2.94	2.67	2.59					
IARS - Locus Positive														
Mean	15.83	15.81	15.59	14.44	13.47	15.89	13.27	16.68	14.86	14.51	15.32		15.13	15.68
Standard Deviation	2.30	2.91	2.49	2.75	4.44	2.02	3.38	1.36	2.89					
Word Knowledge														
Mean	22.62	27.63	22.25	19.22	14.95	26.04	12.15	27.00	18.83	18.00	23.19		21.42	24.66
Standard Deviation	10.02	11.22	11.06	10.09	5.79	10.78	5.35	10.06	8.62					
Reading														
Mean	17.60	21.40	15.96	16.94	14.47	19.44	12.10	20.05	13.57	15.55	18.64		16.94	18.92
Standard Deviation	7.10	8.72	7.01	5.60	4.86	7.05	3.64	7.34	5.46					
Mathematics Computations														
Mean	15.67	23.37	16.17	14.00	14.00	16.93	12.00	20.81	13.63	13.89	19.39		17.70	18.02
Standard Deviation	6.97	8.78	6.83	5.04	6.38	7.31	4.22	7.58	6.06					
Mathematics Concepts														
Mean	13.94	19.77	13.64	13.28	12.21	17.18	10.94	20.22	13.43	12.72	17.40		15.49	17.38
Standard Deviation	7.21	8.73	6.28	5.76	4.64	7.40	4.28	8.15	5.83					
Mathematics Problem Solving														
Mean	11.37	15.91	11.09	11.72	12.21	14.07	8.85	14.95	10.60	10.64	14.36		12.63	13.96
Standard Deviation	6.31	8.04	5.80	5.19	4.05	5.82	2.84	7.82	4.24					
Language Part A														
Mean	7.08	8.31	6.65	7.39	4.79	7.82	4.35	8.73	7.14	6.27	7.28		7.37	7.83
Standard Deviation	3.25	3.01	3.27	3.24	3.03	3.18	1.97	2.83	3.27					
Language Part B														
Mean	4.92	9.42	8.20	7.56	8.42	8.04	5.73	13.76	7.54	6.07	10.53		8.87	9.70
Standard Deviation	3.76	6.86	4.94	4.00	2.17	5.25	3.11	6.46	3.68					
BEST MATCH SITE	Richmond, VA			Kansas City, MO			Rochester, NY							

Table A10-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE COGNITIVE CURRICULUM MODEL

	NEW YORK, NY		CHICAGO, IL		OKALOOSA CO., FL	
	FT	NFT	FT	NFT	FT	NFT
American Indian						
Percent		0				
Number		1				
Black						
Percent	100	78	100	100	94	14
Number	52	190	18	19	45	5
Oriental						
Percent		12				
Number		29				
Mexican American						
Percent						
Number						
Puerto Rican						
Percent		8				
Number		20				
Other Spanish						
Surname *Percent*		0				
Number		1				
White						
Percent					6	86
Number					3	32
Other						
Percent		2				
Number		4				

Table A10-17

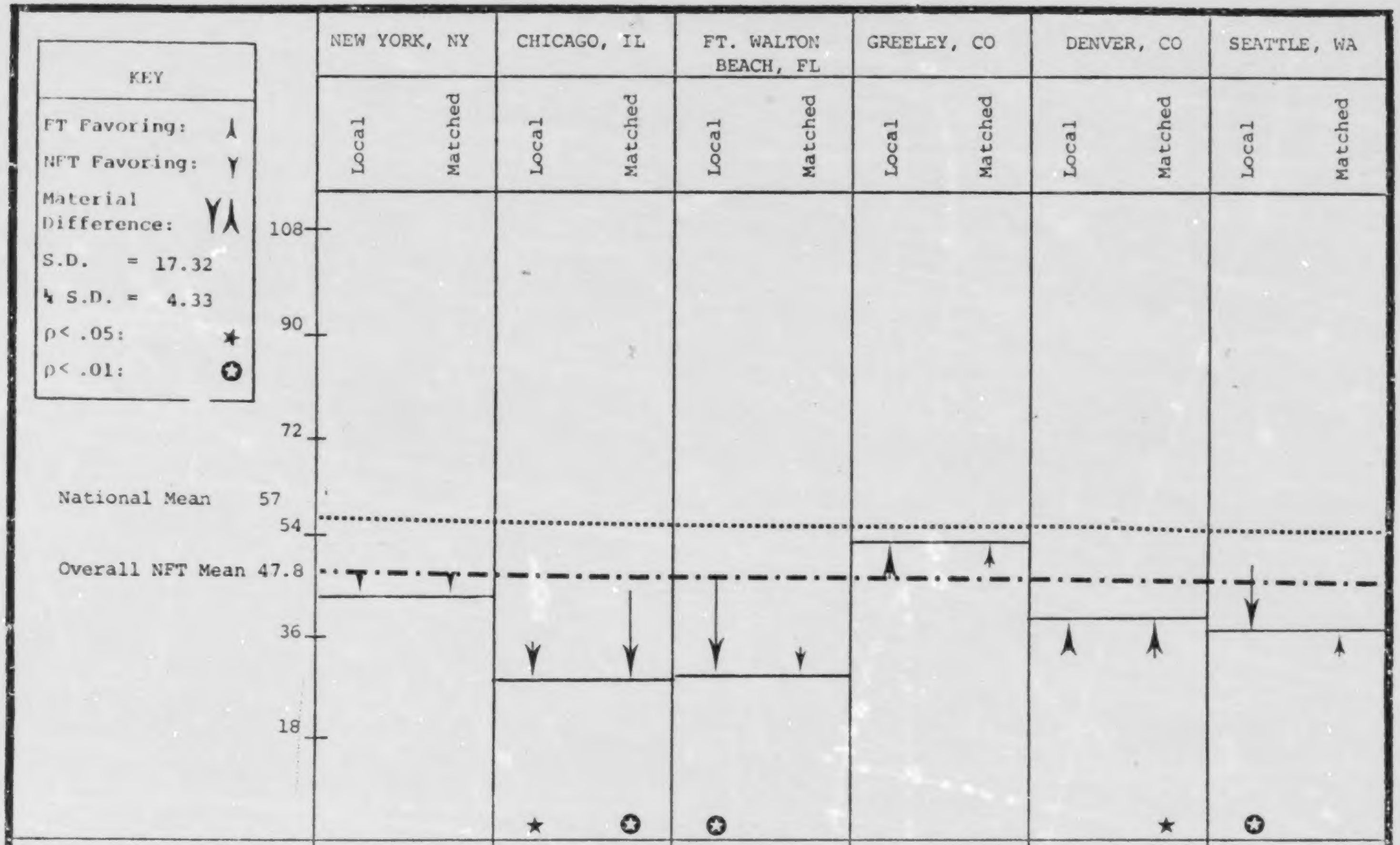
DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			GREELEY, CO			DENVER, CO			SEATTLE, WA			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Children in Analytic Sample																					
Number	63		57	54	19	56	23	52	64	36		19	25	44	43	58	28	43	43	36	
Fall Kindergarten WRAT																					
Mean Score	31.3		31.8	29.3	25.8	27.9	19.0	23.8	16.2	31.9		33.1	24.5	30.9	27.8	29.8	36.8	27.8	27.6	30.4	
Percent with Preschool	91	94		98	26	89	76	29	73	80	82		86	58	60						
Number Responding	58	33		51	19	36	21	52	44	30	17		22	36	42						
Children's Ethnicity																					
Percent Black	98		91	100	100	100	83	23	98	0		5	40	7	65	71	54	65	65	47	
Percent White	0		0	0	0	0	13	77	2	42		26	4	16	7	21	43	7	13	27	
Percent Other	2		9	0	0	0	4	0	0	58		68	56	77	28	9	4	28	22	26	
Family Income in Median Dollars	4400		4150	3280	4650	5150	3275	5167	4200	4450		5700	2583	6767	2581	3100	8650	2581	3515	5847	
Number Responding	42		13	43	19	9	20	52	35	29		16	20	32	43	38	27	43			
Mother's Education																					
Percent High School Graduates	62		50	42	37	33	28	49	34	36		14	40	37	42	66	87	42	46	46	
Number Responding	40		12	41	19	12	18	51	35	28		14	20	30	40	38	23	40			
Female Heads of Household																					
Percent	50		36	65	84	67	35	6	35	24		6	60	16	40	60	14	40	49	27	
Teachers																					
Number	3		3	6		3	2	10	7	2		1	2	4	11	7	8	11	4	5	
Teacher Education																					
Percent B.A. or Less	0		33	83		0	100	80	50	100		0	50	75	73	43	62	73	63	50	
Percent More than B.A.	33		0	17		33	0	10	17	0		100	50	25	18	57	38	18	26	35	
Percent More than M.A.	67		67	0		67	0	10	33	0		0	0	0	9	0	0	9	11	15	
Teaching Experience																					
Total Years	7.7		6.0	9.5		8.7	12.0	13.6	14.8	10.5		3.0	10.0	9.5	7.8	5.9	5.5	7.8	9.3	7.5	
BEST MATCH SITE	Local			New York, NY*			Kansas City, MO			Local			Fresno, CA			Fresno, CA					

*Chicago's Best Matched Site s N.Y.U.'s New York NFT group.

Table A10-18

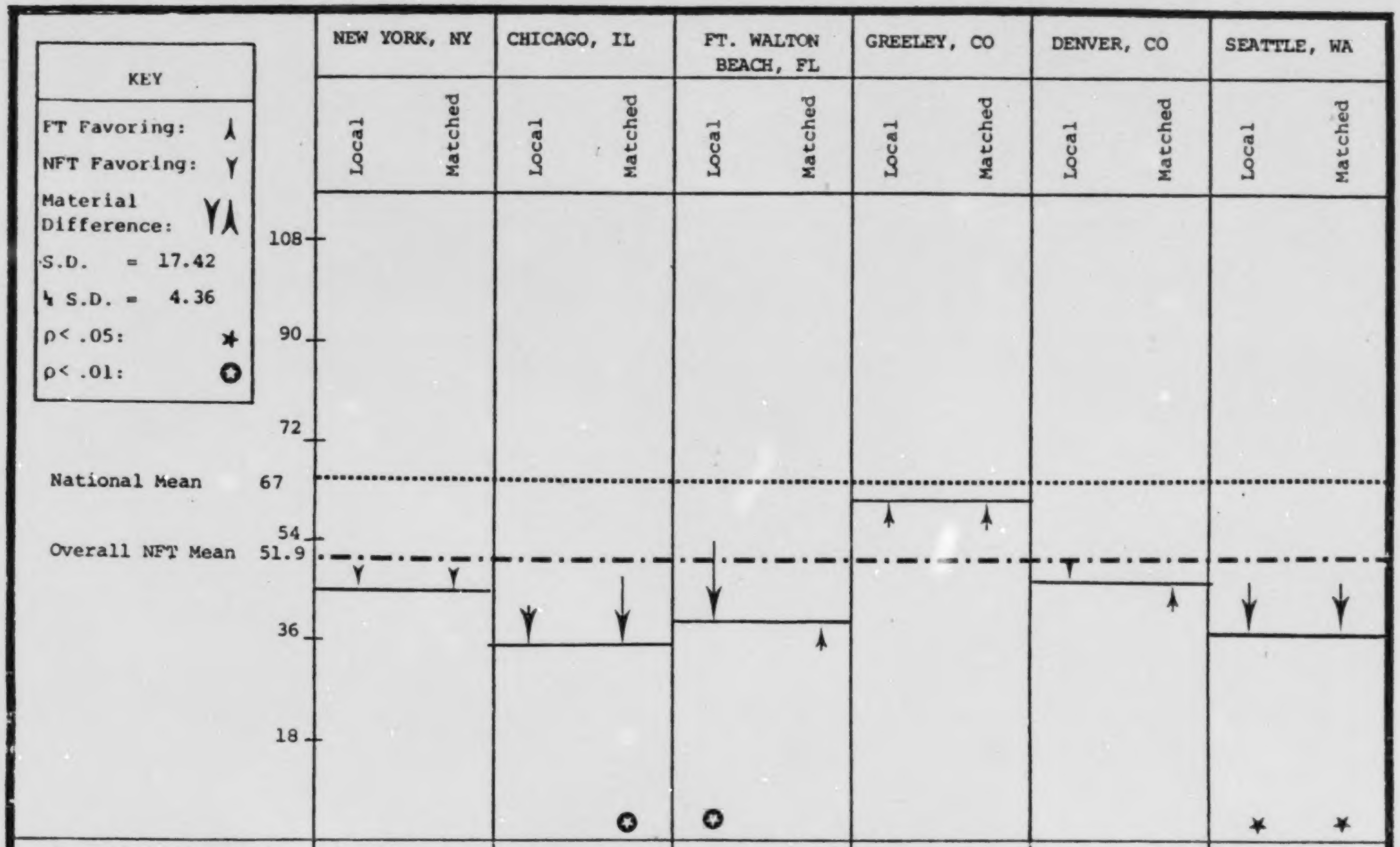
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN COGNITIVE CURRICULUM MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	CHICAGO, IL Local	CHICAGO, IL Matched	FT. WALTON BEACH, FL Local	FT. WALTON BEACH, FL Matched	GREELEY, CO Local	GREELEY, CO Matched	DENVER, CO Local	DENVER, CO Matched	SEATTLE, WA Local	SEATTLE, WA Matched
Magnitude of Effect	-.85	-1.60	-7.34	-13.80	-16.00	-1.38	4.42	3.25	4.87	8.86	-12.34	.62
Standard Error	2.90	3.30	3.56	3.52	3.50	2.37	4.02	3.41	3.33	4.35	3.79	3.66
FT Mean	43.9		27.6		28.9		53.6		39.9		36.1	
No. of FT Children	63		54		23		36		25		58	
Matched NFT Site	New York, NY (High/Scope)		New York, NY (NYU)		Louisville, KY		Local		Fresno, CA		Fresno, CA	

Table A10-19

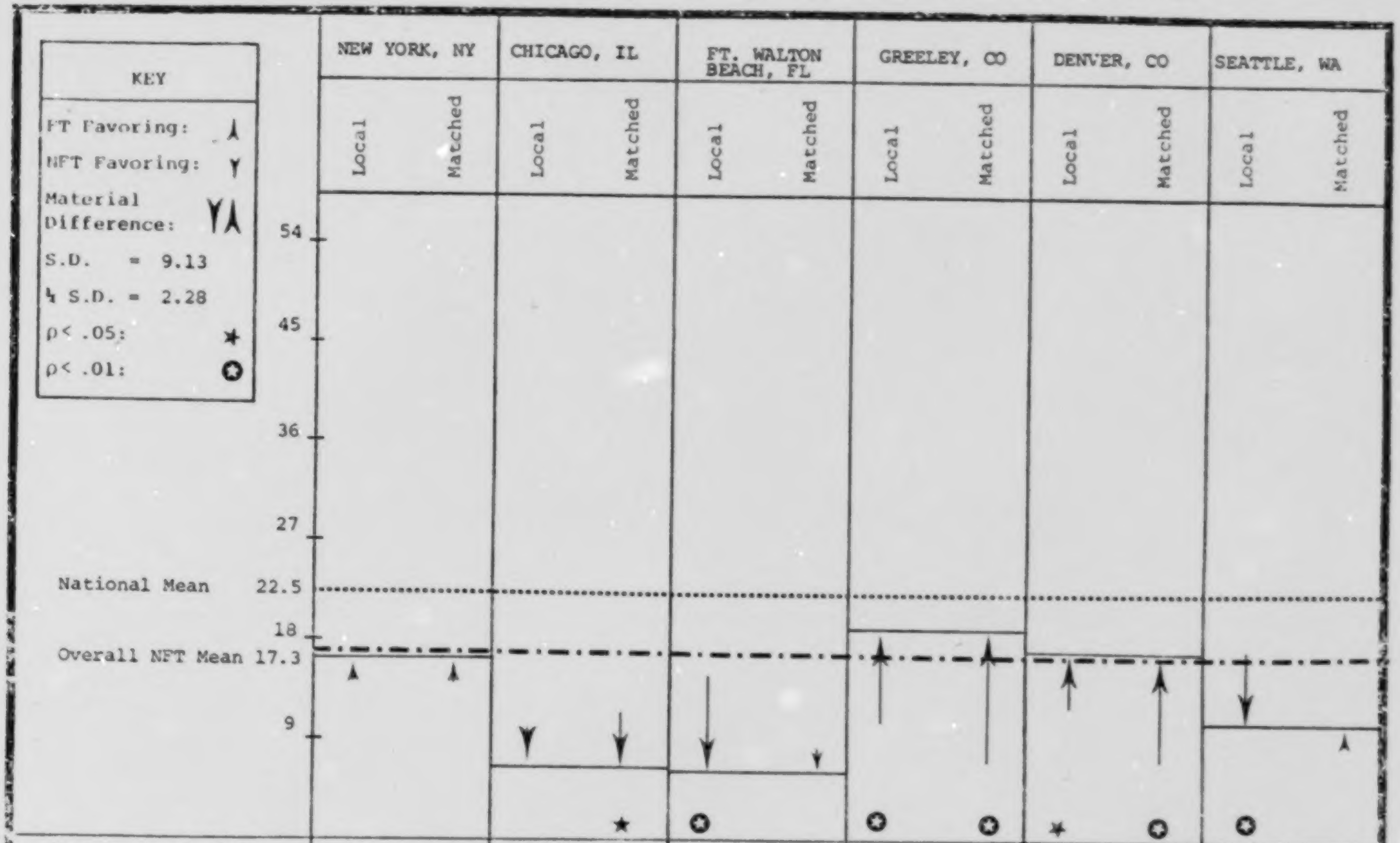
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN COGNITIVE CURRICULUM MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	CHICAGO, IL Local	CHICAGO, IL Matched	FT. WALTON BEACH, FL Local	FT. WALTON BEACH, FL Matched	GREELEY, CO Local	GREELEY, CO Matched	DENVER, CO Local	DENVER, CO Matched	SEATTLE, WA Local	SEATTLE, WA Matched
Magnitude of Effect	-3.36	-2.40	-5.30	-10.86	-11.12	2.31	3.29	3.92	-.59	1.69	-8.06	-6.85
Standard Error	2.60	2.73	3.19	3.58	3.14	2.96	3.60	5.98	2.98	4.40	3.40	3.22
FT Mean	41.7		34.2		37.8		59.7		42.6		36.6	
No. of FT Children	63		54		23		36		25		58	
Matched NFT Site	New York (High/Scope)		New York (NYU)		Louisville, KY		Local		Fresno, CA		Fresno, CA	

Table A10-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN COGNITIVE CURRICULUM MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	CHICAGO, IL Local	CHICAGO, IL Matched	FT. WALTON BEACH, FL Local	FT. WALTON BEACH, FL Matched	GREELEY, CO Local	GREELEY, CO Matched	DENVER, CO Local	DENVER, CO Matched	SEATTLE, WA Local	SEATTLE, WA Matched
Magnitude of Effect	.45	.84	-2.59	-4.03	-8.51	-1.97	8.50	11.08	5.08	10.50	-6.05	.67
Standard Error	1.68	1.98	2.26	1.61	2.22	1.73	2.45	2.89	2.26	2.84	2.01	2.19
FT Mean	16.3		6.6		6.1		19.6		17.6		11.0	
No. of FT Children	63		54		23		36		25		58	
Matched NFT Site	Local		New York, NY (NYU)		Louisville, KY		Local		Fresno, CA		Fresno, CA	

Table A10-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING)
FOR COHORT III SITES IN COGNITIVE CURRICULUM MODEL

	MAT Norm Population	New York, NY		Chicago, IL		Okaloosa Co., FL		Greeley, CO		Denver, CO		Seattle, WA	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Reading													
Spring Second Grade Median	52.5	47.0	49.0	38.9	43.0	38.8	48.3	51.5	49.0	45.4	45.5	42.2	51.5
Percentile of Median	50.0	23.0	34.0	6.9	12.0	6.8	29.8	46.0	34.0	17.6	18.0	11.2	46.0
Grade Equivalent	2.65	2.2	2.4	1.8	2.3	1.8	2.3	2.6	2.4	2.1	2.2	2.0	2.6
Fall Kindergarten Median	-	20.1	23.0	19.4	23.0	16.3	17.6	20.1	17.9	17.4	20.2	19.2	25.6
Mathematics													
Spring Second Grade Median	57.0	44.2	47.4	37.8	38.2	38.8	52.7	54.2	53.8	48.0	51.5	38.5	51.0
Percentile of Median	50.0	8.2	11.4	3.2	3.5	3.7	26.8	34.8	32.8	12.0	22.0	3.6	20.0
Grade Equivalent	2.7	1.9	2.1	1.6	1.6	1.6	2.4	2.5	2.4	2.1	2.3	1.6	2.3
Fall Kindergarten Median	-	13.8	15.6	17.4	10.5	8.9	8.5	18.6	16.8	13.8	13.1	13.9	18.3
Spelling													
Spring Second Grade Median	56.5	52.0	52.0	38.0	39.2	39.0	50.5	55.8	46.8	53.2	50.5	45.0	57.5
Percentile of Median	50.0	34.0	34.0	6.0	7.2	7.0	29.0	46.8	17.6	36.4	29.0	14.0	54.0
Grade Equivalent	2.85	2.5	2.5	1.4	1.5	1.5	2.4	2.8	2.2	2.6	2.4	2.0	2.9
Fall Kindergarten Median	-	20.6	18.7	20.0	18.0	17.6	19.3	20.2	22.2	18.0	20.8	19.0	20.4

925

926

Table A10-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			GREELEY, CO			DENVER, CO			SEATTLE, WA			SPONSOR'S SITES		
	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match
Fall Kindergarten WRAT																					
Mean	31.3	31.8		29.3	25.8	27.9	19.0	23.8	16.2	31.9	33.1		24.5	30.9	27.8	29.8	36.8	27.8	27.6	30.4	
Standard Deviation	11.8	12.7		12.2	10.9	11.9	7.0	10.3	8.2	10.3	13.1		7.7	10.7	10.1	12.9	11.0	10.1			
Highest Occupation in Household																					
Mean	14.1	14.0		13.6	14.1	14.2	13.0	14.5	13.4	14.0	13.9		12.6	13.9	13.2	13.3	15.0	13.2	13.4	14.2	
Standard Deviation	2.1	2.1		1.5	2.0	1.8	1.8	2.0	1.5	2.0	2.0		1.5	1.5	1.9	1.8	2.1	1.9			
Family Income in Dollars																					
Mean	4964	4985		4372	4847	4933	3845	5754	4731	5286	5787		3345	5862	3779	4074	7737	3779	4314	5829	
Standard Deviation	2661	2639		2553	2537	2022	2208	2946	2868	2812	2550		2127	2678	2304	2636	2385	2304			
Missing Income Information																					
No. Missing	21	44		11	0	47	3	0	29	7	3		5	12	0	20	1	0			
Valid Cases	42	13		43	19	9	20	52	35	29	16		20	32	43	38	27	43			
Ethnic Membership/Race																					
Percent White	0	0		0	0	0	13	77	2	42	26		4	16	7	21	43	7	13	27	
Percent Black	98	91		100	100	100	83	23	98	0	5		40	7	65	71	54	65	65	47	
Sex (Percent Male)	46	48		65	42	52	52	52	55	67	53		52	59	35	45	54	35	54	51	
Entry Age in Months																					
Mean	64.0	63.0		63.8	63.7	63.3	62.7	63.6	62.7	66.7	68.6		66.5	67.5	65.8	65.1	65.3	65.8	64.8	65.3	
Standard Deviation	3.5	3.5		4.2	3.7	3.6	4.7	3.5	4.0	5.3	3.7		2.9	3.4	4.7	3.9	3.9	4.7			
Percent with English as First Language	100	96		100	100	100	96	100	100	67	100		96	100	86	100	100	86	93	99	
BEST MATCH SITE	Local			New York, NY			Louisville, KY			Local			Fresno, CA			Fresno, CA					

Table A10-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE COGNITIVE CURRICULUM MODEL

	NEW YORK, NY			CHICAGO, IL			OKALOOSA CO., FL			GREELEY, CO			DENVER, CO			SEATTLE, WA			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match				
Spelling																						
Mean	16.3	16.9		6.6	9.1	11.1	6.1	16.1	7.1	19.6	11.4		17.6	14.6	11.2	11.0	21.2	11.2	12.9	14.9	16.4	15.8
Standard Deviation	10.1	10.1		7.9	9.9	10.1	7.8	9.8	6.4	9.3	6.4		9.0	7.1	9.5	9.2	7.9	9.5				
Total Reading																						
Mean	43.9	47.9		27.6	34.0	43.5	28.9	48.8	28.9	53.6	48.2		39.9	39.0	36.9	36.1	56.5	36.9	38.3	45.7	43.2	46.5
Standard Deviation	18.8	17.8		10.2	14.7	22.9	11.5	18.3	7.9	17.9	17.9		16.8	16.4	14.5	17.1	18.2	14.5				
Total Mathematics																						
Mean	41.7	46.5		34.2	37.6	44.6	37.8	55.5	35.4	59.7	56.4		42.6	48.3	43.1	36.6	53.6	43.1	42.1	49.7	48.3	51.4
Standard Deviation	13.0	14.3		9.4	14.8	21.5	12.7	17.8	9.7	18.6	15.8		13.2	15.9	18.9	12.5	20.0	18.9				
BEST MATCH SITE	Local			New York, NY*			Louisville, KY			Local			Fresno, CA			Fresno, CA						

*Chicago's Best Matched Site is N.Y.U.'s New York NFT group

Table A10-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE COGNITIVE CURRICULUM MODEL

	NEW YORK, NY		CHICAGO, IL		OKALOOSA CO., FL		GREELEY, CO		DENVER, CO		SEATTLE, WA	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian												
Percent											3	
Number											2	
Black												
Percent	98	91	100	100	83	23		5	40	7	71	54
Number	62	52	54	19	19	12		1	10	3	41	15
Oriental												
Percent									4		3	
Number									1		2	
Mexican American												
Percent							58	68	48	75		
Number							21	13	12	33		
Puerto Rican												
Percent	2	4										
Number	1	2										
Other Spanish												
Surname *Percent*					4				4		2	
Number					1				1		1	
White												
Percent					13	77	42	26	4	16	21	43
Number					3	40	15	5	1	7	12	12
Other												
Percent		5								2		4
Number		3								1		1

Table A10-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE COGNITIVE CURRICULUM MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
SEX = Sex
OCCUP = Occupation
ENTAGE = Entry Age
NOOCC = Missing Occupation
P0215622 = Income
NOINC = Missing Income

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.64976207	.71655732E-01
NOWRAT	-6.5984868	4.2432229
SEX	-1.3902418	1.4827854
OCCUP	.44784386	.49335027
ENTAGE	.32952727E-01	.26126605
NOOCC	-.15734231	4.4266904
P0215622	.36706328E-03	.39183509E-03
NOINC	-.43956621	4.5773476

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.75579058	.88671918E-01
NOWRAT	-4.6391116	5.2593755
SEX	.52835219	2.2064841
OCCUP	1.1704553	.61149611
ENTAGE	-.89017344E-01	.32393068
NOOCC	-3.0125005	5.5611589
P0215622	.42415423E-03	.48567155E-03
NOINC	3.7737755	5.6735153

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.41204321	.51263128E-01
NOWRAT	-4.5680904	3.0612713
SEX	-2.6099809	1.3356912
OCCUP	.29035617	.35592734
ENTAGE	-.12650921	.13848884
NOOCC	-.17544329	3.2369273
P0215622	.13690763E-04	.29268001E-03
NOINC	-.19305394	3.3623265

MAT Language

VARIABLE	B	STD ERROR B
FKW	.28152399	.32165437E-01
NOWRAT	-2.0834392	1.9208179
SEX	-.54147912E-01	.83871762
OCCUP	.32285470	.22332930
ENTAGE	-.13950256	.11826875
NOOCC	.86360874	2.0310346
P0215622	.15493537E-03	.17737592E-03
NOINC	-.86891787	2.0720691

Raven's

VARIABLE	B	STD ERROR B
FKW	.12609491	.20353569E-01
NOWRAT	-1.4677777	1.2154506
SEX	1.2523900	.53072136
OCCUP	.62883221E-01	.14131778
ENTAGE	-.50681932E-01	.74837816E-01
NOOCC	-.59406724	1.2851232
P0215622	-.45053587E-05	.11223951E-03
NOINC	.91412843	1.3111590

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.85257459E-01	.34468757E-01
NOWRAT	-1.2744108	2.0703082
SEX	-.34978592	.91399133
OCCUP	.21248448E-01	.24071021
ENTAGE	.29983515E-01	.12747318
NOOCC	.88141075	2.1891026
P0215622	.31159995E-03	.19118045E-03
NOINC	-1.3888550	2.2133307

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.48926658E-01	.13548484E-01
NOWRAT	.98949503E-01	.80907248
SEX	-.76551643	.35327808
OCCUP	.45464466E-01	.94069092E-01
ENTAGE	.28718682E-01	.49816274E-01
NOOCC	-.70622020	.85549713
P0215622	.12904204E-04	.74712955E-04
NOINC	.33398520	.87278139

Table A10-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.35273140E-01	.13482782E-01
NOWRAT	.20236243	.80514808
SEX	-.83486569E-01	.35156400
OCCUP	.41147970E-01	.93612915E-01
ENTAGE	.52751476E-02	.49574695E-01
NOOCC	-.57656495	.85134849
P0215622	-.54328293E-05	.74350643E-04
NOINC	.45140716	.86854804

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.37539122	.43036197E-01
NOWRAT	-4.5170651	2.5499861
SEX	-.52597774	1.1221732
OCCUP	.17438717	.29840656
ENTAGE	-.22387134E-01	.15023032
NOOCC	-.75074192	2.7174511
P0215622	.17154069E-03	.23732240E-03
NOINC	.56424177E-01	2.7723539

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.27437095	.32425147E-01
NOWRAT	-1.3914797	1.9432783
SEX	-.56426433	.85070309
OCCUP	.27345669	.27652113
ENTAGE	.55330061E-01	.11095985
NOOCC	.53339941	2.1400622
P0215622	.13551338E-03	.17991099E-03
NOINC	-.55539239	2.1016832

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	.29424473	.32780302E-01
NOWRAT	-2.2609222	1.9575410
SEX	.56716199	.85475233
OCCUP	.43132331	.22759062
ENTAGE	-.86539472E-01	.12052987
NOOCC	-1.9463737	2.0698649
P0215622	.15645712E-03	.18076708E-03
NOINC	2.3959039	2.1116840

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.24309152	.34277209E-01
NOWRAT	-1.6227320	2.0469241
SEX	-.34810024E-01	.89378146
OCCUP	.45412720	.23790144
ENTAGE	.86832988E-02	.12603350
NOOCC	-.79985639	2.1643709
P0215622	.11777239E-03	.18902126E-03
NOINC	.89243237	2.2081075

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.22845333	.31710897E-01
NOWRAT	-.75545743	1.8497874
SEX	.56007324E-01	.81643480
OCCUP	.28510474	.21739411
ENTAGE	-.11163171E-01	.11512670
NOOCC	-.36627036	1.9770740
P0215622	.14992473E-03	.17266357E-03
NOINC	.48520916	2.0172204

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.38404423E-01	.13670747E-01
NOWRAT	-.28816775	.78054356
SEX	-.31188329E-01	.34082105
OCCUP	.10434039	.91752097E-01
ENTAGE	.15334847E-01	.48059480E-01
NOOCC	-.42830429E-01	.92533121
P0215622	-.16547527E-04	.72078481E-04
NOINC	.66239510E-01	.84200601

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.19311337	.25866138E-01
NOWRAT	-1.7952714	1.5445437
SEX	-.22959582E-01	.67446216
OCCUP	.21771431	.17053234
ENTAGE	-.15483740	.95106493E-01
NOOCC	.30643017	1.6332765
P0215622	.17148289E-03	.14263851E-03
NOINC	-.93515738	1.6462738

Table A11-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES FOR COHORT III SITES IN PARENT EDUCATION MODEL

	PHILADELPHIA, PA			RICHMOND, VA			YAKIMA, WA			HOUSTON, TX			LAWRENCEBURG, IN			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	57.0	54.9	58.1	49.3	54.9	58.1	50.3	54.9	57.0	50.1	55.9	49.4	38.9	54.9	54.9	49.1	55.1	
Number	3	1	1	4	5	1	7	3	3	10	9	11	3	4	3			
Local Mean Difference					→ 5.6			→ 4.6			→ 5.8			→ 16.0			→ 6.0	
Best Match Mean Difference						→ 8.8			→ 6.7						→ 16.0			
Flexible Classroom	28.1	46.2	57.0	50.2	48.9	57.0	45.0	50.7	48.9	44.3	51.9	48.6	51.6	40.1	50.7	43.8	47.6	
Number	3	1	1	4	5	1	7	3	3	10	9	11	3	4	3			
Local Mean Difference		→ 18.1						→ 5.7			→ 7.6			11.5 ←			→ 3.8	
Best Match Mean Difference			→ 28.9			→ 6.8			→ 3.9			→ 4.3						
Individualization	46.7	39.4	48.8	51.9	44.9	48.8	49.2	45.7	47.7	45.0	52.9	56.8	44.6	44.1	45.7	47.5	45.4	
Number	3	1	1	4	4	1	7	3	3	10	9	10	3	4	3			
Local Mean Difference		7.3 ←			7.0 ←			3.5 ←			→ 7.9							
Best Match Mean Difference						3.1 ←						→ 11.8						
Academic (vs. Emotional) Emphasis	49.4	57.8	52.2	54.1	49.4	52.2	52.6	50.4	56.8	54.7	45.6	47.5	49.4	55.0	50.4	52.0	51.6	
Number	3	1	1	3	5	1	7	3	3	10	8	10	3	4	3			
Local Mean Difference		→ 8.4			4.7 ←						9.1 ←			→ 5.6				
Best Match Mean Difference			→ 2.8						→ 4.2			7.2 ←						
Satisfaction with Sponsor	46.1			44.7			50.5			50.8			50.2			48.5		
Number	3			4			7			10			3					
Local Mean Difference																		
Best Match Mean Difference																		
BEST MATCH SITE	Washington, DC			Washington, DC			Portageville, MO			Fresno, CA			Yakima, WA					

Table A11-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN PARENT EDUCATION MODEL

	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Years in School															
Mean	2.7	6.3	6.4	7.2	6.4		2.6	3.8		6.8	3.6		4.8	5.0	
Standard Deviation	2.8	6.1	10.1	6.6	10.1		1.3	4.7		8.0	2.3				
Number	6	30	22	4	22		10	20		9	8				
Years in Model															
Mean	1.7			2.0			2.2			1.6			1.9	1.9	
Standard Deviation	1.4			1.2			1.1			.9					
Number	6			4			10			8					
Age in Years															
Mean	34.7	35.4	40.2	47.5	40.2		26.6	30.2		40.6	34.5		37.4	35.1	
Standard Deviation	16.6	10.9	12.5	10.4	12.5		6.0	7.6		15.6	10.8				
Number	6	30	22	4	22		10	18		9	8				
Teacher Ethnicity															
Percent White	83	55	62	50	62		50	37		33	62		54	54	
Percent Black	17	41	38	50	38		50	63		56	25		43	42	
Percent Spanish Surname	0	3	0	0	0		0	0		0	12		0	4	
Percent Other	0	0	0	0	0		0	0		11	0		0	0	
Number	6	29	21	4	21		10	19		9	8				
Teacher Certification															
Percent None	0	0	0	0	0		0	0		0	0		0	0	
Percent Temporary	33	17	0	0	0		0	0		33	12		16	7	
Percent Renewable/Permanent	67	79	100	100	100		90	95		56	88		78	90	
Percent Other	0	3	0	0	0		10	5		11	0		5	2	
Number	6	29	22	4	22		10	19		9	8				
BEST MATCH SITE	Jacksonville, FL			Local			Local			Local					

Table A11-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN PARENT EDUCATION MODEL

	PHILADELPHIA, PA			RICHMOND, VA			YAKIMA, WA			HOUSTON, TX			LAWRENCEBURG, IN			SPONSOR'S SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Years in School																	
Mean	5.7	5.0	2.0	4.8	4.4	2.0	3.7	3.7	4.7	6.2	9.0	5.0	6.7	9.2	3.7	5.4	6.3
Standard Deviation	3.5	0	0	6.8	3.2	0	2.1	2.1	2.1	4.5	7.1	4.3	2.5	9.3	2.1	3.9	4.3
Number	3	1	1	4	5	1	7	3	3	10	10	11	3	4	3		
Years in Model																	
Mean	3.3			.8			2.7			2.3			4.7			2.8	
Standard Deviation	2.3			.5			1.3			1.4			.6			1.2	
Number	3			4			7			10			3				
Age in Years																	
Mean	31.0	27.0	26.0	35.0	31.8	26.0	29.6	25.7	29.3	42.7	49.4	34.8	36.0	36.0	25.7	34.9	34.0
Standard Deviation	2.6	0	0	14.0	11.3	0	10.1	.6	5.5	14.6	11.5	10.1	10.1	14.4	.6	10.3	7.6
Number	3	1	1	4	5	1	7	3	3	10	8	11	3	4	3		
Teacher Ethnicity																	
Percent White	67	100	0	0	40	0	100	100	100	70	60	64	100	100	100	67	80
Percent Black	33	0	100	100	60	100	0	0	0	20	30	18	0	0	0	31	18
Percent Spanish Surname	0	0	0	0	0	0	0	0	0	10	10	9	0	0	0	2	2
Percent Other	0	0	0	0	0	0	0	0	0	0	0	9	0	0	0	0	0
Number	3	1	1	4	5	1	7	3	3	10	10	11	3	4	3		
Teacher Certification																	
Percent None	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent Temporary	0	0	0	0	0	0	43	67	0	40	10	27	0	50	67	17	25
Percent Renewable/Permanent	100	100	0	50	100	0	57	33	100	60	90	64	67	50	33	67	75
Percent Other	0	0	100	50	0	100	0	0	0	0	0	9	33	0	0	17	0
Number	3	1	1	4	5	1	7	3	2	10	10	11	3	4	3		
BEST MATCH SITE	Washington, DC			Washington, DC			Portageville, MO			Fresno, CA			Yakima, WA				

Table A11-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974)
FOR COHORT II SITES IN PARENT EDUCATION MODEL

	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX			SPONSOR's SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	53.8	55.1	51.0	49.3	51.0		51.4	50.4		53.7	50.9		52.0	51.8	
Number	6	30	20	4	20		10	18		8	8				
Local Mean Difference										2.8 ←					
Best Match Mean Difference	2.8 ←									2.8 ←					
Flexible Classroom	42.6	44.0	48.7	55.6	48.7		50.5	49.9		49.2	45.8		49.5	47.1	
Number	6	30	20	4	20		10	19		8	8				
Local Mean Difference				6.9 ←						3.4 ←					
Best Match Mean Difference			→ 6.1	6.9 ←						3.4 ←					
Individualization	45.1	44.4	50.5	53.9	50.5		43.2	47.1		50.7	46.4		48.2	47.1	
Number	6	30	20	3	20		10	19		8	8				
Local Mean Difference				3.4 ←				→ 3.9		4.3 ←					
Best Match Mean Difference			→ 5.4	3.4 ←				→ 3.9		4.3 ←					
Academic (vs. Emotional) Emphasis	53.6	55.1	48.8	45.3	48.8		46.4	48.8		45.3	50.5		47.6	50.8	
Number	6	30	21	4	21		10	18		8	8				
Local Mean Difference					→ 3.5						→ 5.2			→ 3.2	
Best Match Mean Difference	4.8 ←				→ 3.5						→ 5.2				
Satisfaction with Sponsor	50.6			47.4			45.3			56.6			50.0		
Number	6			4			10			7					
Local Mean Difference															
Best Match Mean Difference															
BEST MATCH SITE	Jacksonville, FL			Local			Local			Local					

Table A11-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974)
ON COHORT II SITES IN PARENT EDUCATION MODEL

	PHILDELPHIA, PA			JACKSONVILLE, FL		RICHMOND, VA		HOUSTON, TX		SPONSOR'S SITES		
	FT	NFT		FT	NFT	FT	NFT	FT	NFT	FT	NFT	
		Local	Best Match		Local Best Match		Local Best Match		Local Best Match		Local	Best Match
School Helped Child	49.9	45.6	48.1	50.2	48.1	54.4	48.8	55.3	46.6	52.4	47.3	
Number	38	69	46	25	46	42	22	37	32	142	169	
Local Mean Difference	4.3 ←					5.6 ←		8.7 ←		5.1 ←		
Best Match Mean Difference						5.6 ←		8.7 ←				
School Helped Parent Understand	53.6	47.5	49.4	56.1	45.3	57.5	48.3	56.9	45.5	56.0	46.7	
Number	38	71	45	25	45	42	22	37	33	142	171	
Local Mean Difference	6.1 ←			10.8 ←		9.2 ←		11.4 ←		9.3 ←		
Best Match Mean Difference	8.3 ←			10.8 ←		9.2 ←		11.4 ←				
Child's Progress in School	48.6	47.7	49.4	46.4	49.4	50.1	48.0	52.2	44.2	49.3	47.3	
Number	38	72	46	25	46	42	22	37	34	142	174	
Local Mean Difference					→ 3.0			8.0 ←				
Best Match Mean Difference					→ 3.0			8.0 ←				
PAC Involvement	53.4	41.6	46.9	57.4	46.9	52.9	40.8	50.2	45.6	53.5	43.7	
Number	34	26	15	23	15	39	6	34	9	130	56	
Local Mean Difference	11.8 ←			10.5 ←		12.1 ←		4.6 ←		9.8 ←		
Best Match Mean Difference	6.5 ←			10.5 ←		12.1 ←		4.6 ←				
Child's Emotional Adjustment	48.4	47.7	55.2	49.1	55.2	55.0	47.1	51.3	49.6	51.0	49.9	
Number	38	72	45	25	45	42	22	37	34	142	173	
Local Mean Difference					→ 6.1	7.9 ←						
Best Match Mean Difference			6.8		→ 6.1	7.9 ←						
Parent Visits to School	52.2	48.2	47.1	47.4	47.1	59.2	46.8	49.5	48.3	52.1	47.6	
Number	25	61	23	13	23	34	19	22	24	94	127	
Local Mean Difference	4.0 ←					12.4 ←				4.5 ←		
Best Match Mean Difference	5.1 ←					12.4 ←						
Parent Child Interaction	53.8	49.1	53.9	51.2	53.9	51.8	49.3	51.5	55.9	52.1	52.0	
Number	30	60	38	18	38	33	15	17	20	98	133	
Local Mean Difference	[illegible].7 ←				→ 2.7	2.5 ←			→ 4.4			
Best Match Mean Difference					→ 2.7	2.5 ←			→ 4.4			
Parent Locus	48.4	49.0	50.7	45.1	50.7	51.3	46.8	49.3	41.8	48.5	47.1	
Number	38	71	45	25	45	42	22	37	34	142	172	
Local Mean Difference					→ 5.6	4.5 ←		7.5 ←				
Best Match Mean Difference					→ 5.6	4.5 ←		7.5 ←				
BEST MATCH SITE	Jacksonville, FL			Local		Local		Local				

Table A11-5 (Continued)

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974)
ON COHORT II SITES IN PARENT EDUCATION MODEL

	PHILDELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School's Receptivity	51.1	48.0	46.2	50.9	46.2		51.3	48.2		49.5	48.5		50.7	47.7	
Number	37	70	45	25	45		39	22		37	34		138	171	
Local Mean Difference	3.1 ←			4.7 ←			3.1 ←						3.0 ←		
Best Match Mean Difference	4.9 ←			4.7 ←			3.1 ←								
Talks with Teacher	45.0	50.3	46.0	45.0	46.0		48.0	44.7		48.3	47.6		46.6	47.2	
Number	25	61	23	13	23		34	19		22	24		94	127	
Local Mean Difference		→ 5.3					3.3 ←								
Best Match Mean Difference							3.3 ←								
School Helped Parent Personally	50.9	47.9	47.5	51.8	47.5		53.3	47.3		54.0	47.3		52.5	47.5	
Number	38	71	46	25	46		42	22		37	33		142	172	
Local Mean Difference	3.0 ←			4.3 ←			6.0 ←			6.7 ←			5.0 ←		
Best Match Mean Difference	3.4 ←			4.3 ←			6.0 ←			6.7 ←					
Satisfaction with Teacher	46.0	46.6	48.5	48.6	48.5		48.8	47.4		50.9	48.6		48.6	47.8	
Number	34	68	38	25	38		41	19		36	28		136	153	
Local Mean Difference		→ 7.4													
Best Match Mean Difference			→ 2.5												
BEST MATCH SITE	Jacksonville, FL			Local			Local			Local					

Figure A11-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN PARENT EDUCATION MODEL HIGHLIGHTED

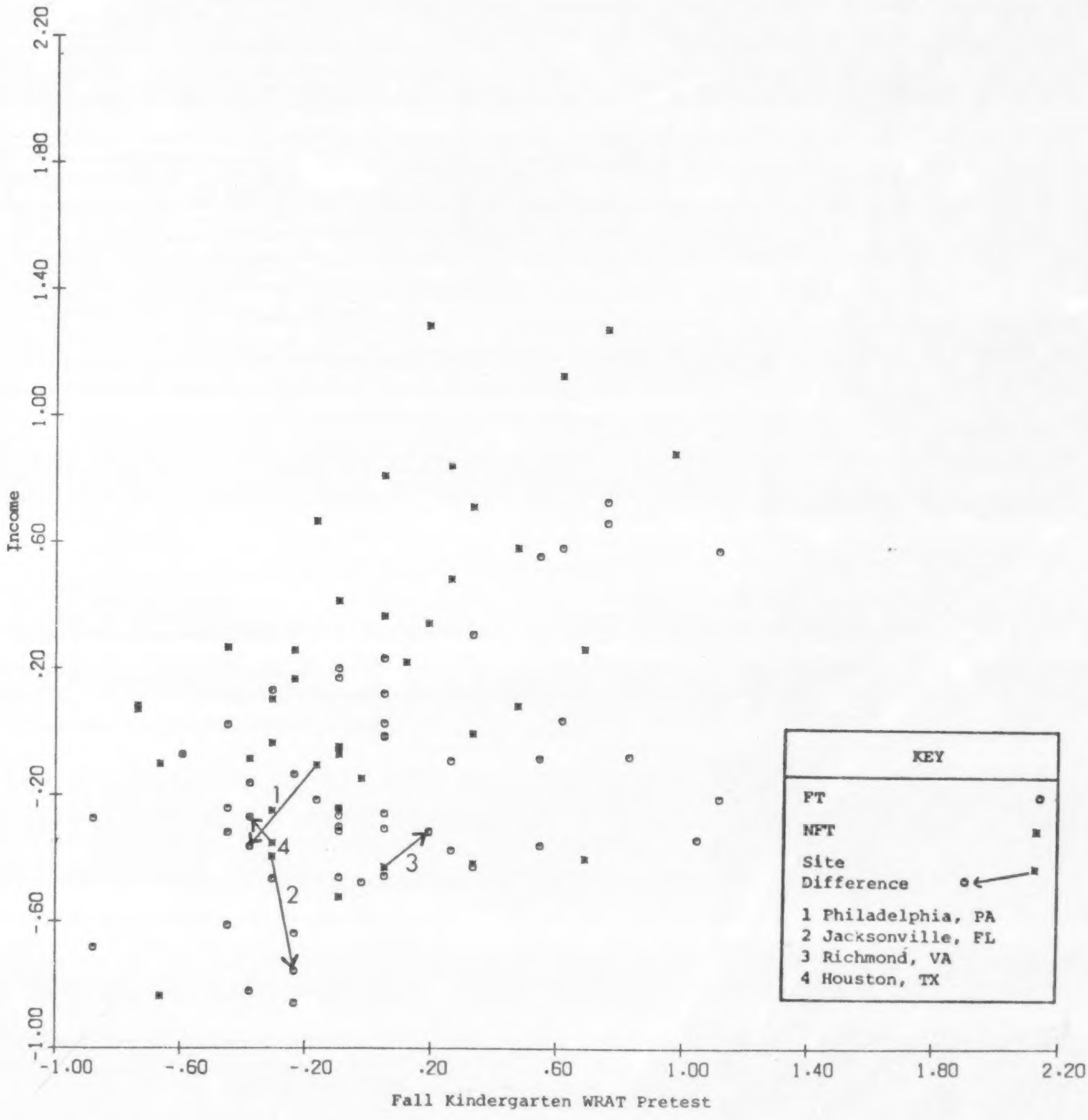


Figure A11-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN PARENT EDUCATION MODEL HIGHLIGHTED

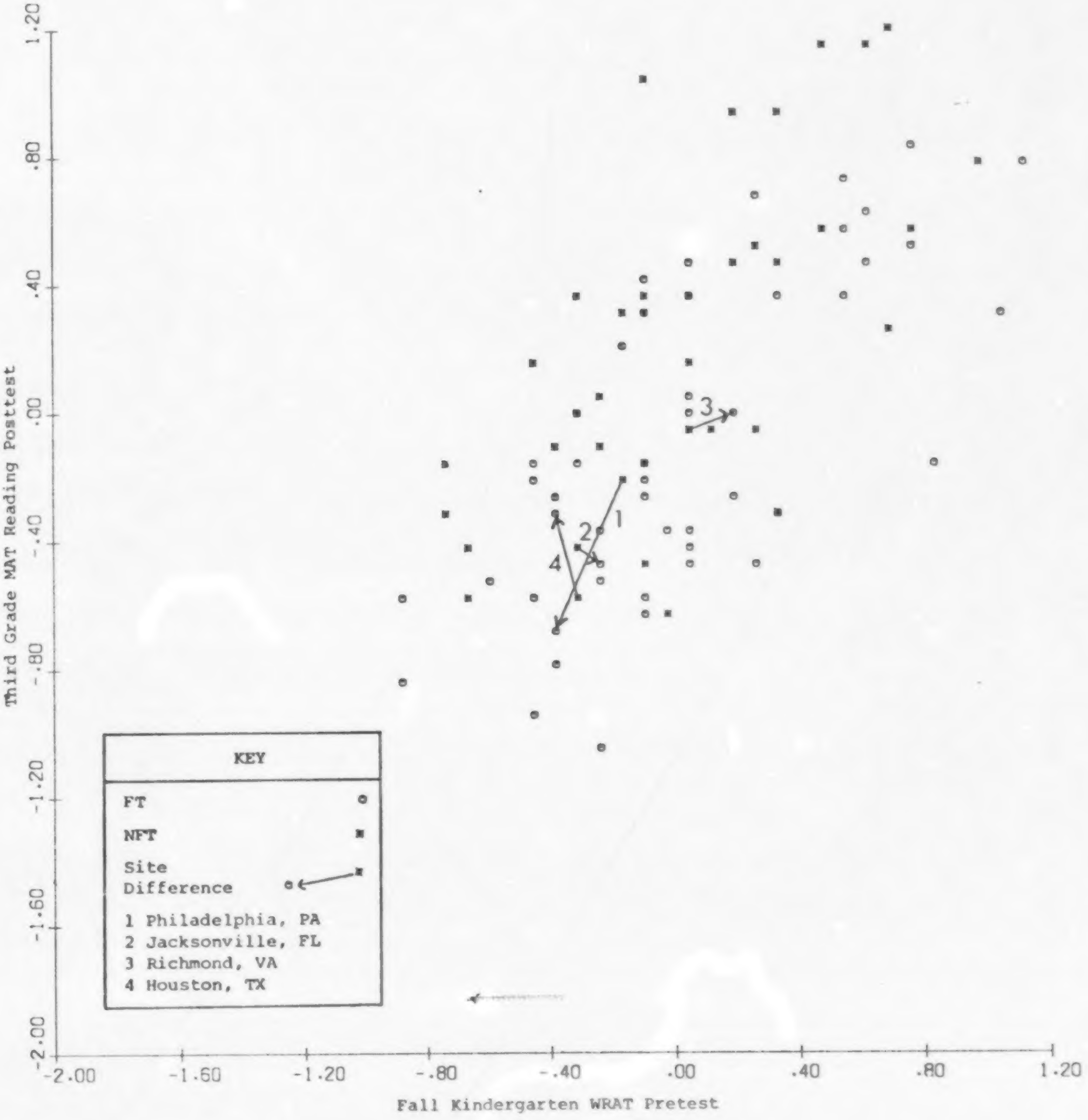
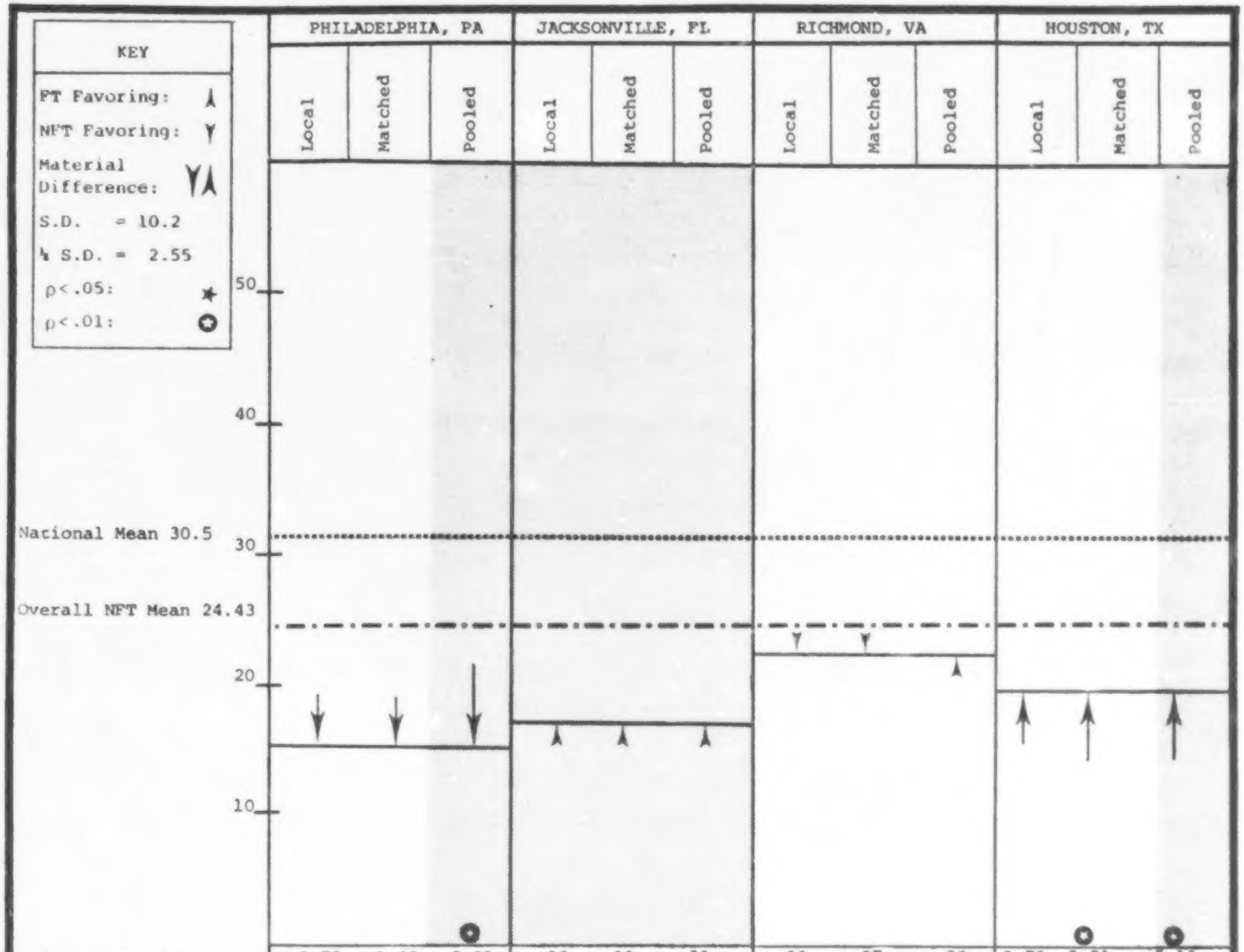


Table A11-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN PARENT EDUCATION MODEL

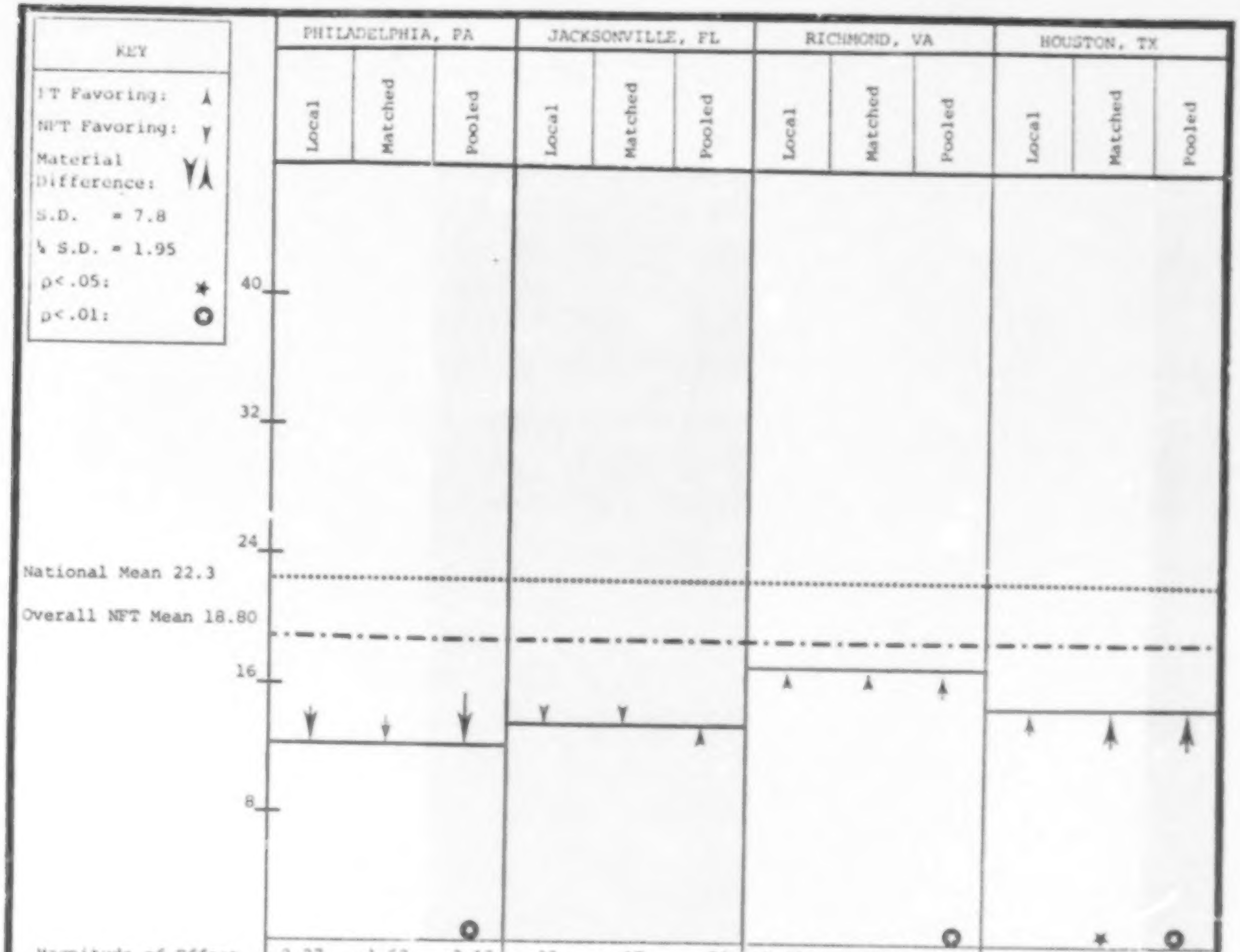


	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	JACKSONVILLE, FL Local	JACKSONVILLE, FL Matched	JACKSONVILLE, FL Pooled	RICHMOND, VA Local	RICHMOND, VA Matched	RICHMOND, VA Pooled	HOUSTON, TX Local	HOUSTON, TX Matched	HOUSTON, TX Pooled
Magnitude of Effect	-3.72	-3.46	-6.31	.13	.32	.28	-.36	-.27	.09	3.79	5.51	5.13
Standard Error	2.34	1.81	1.37	3.80	2.36	2.36	2.03	1.65	1.02	2.65	1.52	.99
FT Mean	14.91			17.27			22.32			19.55		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		

FKW PS PS PS FKW

Table A11-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN PARENT EDUCATION MODEL

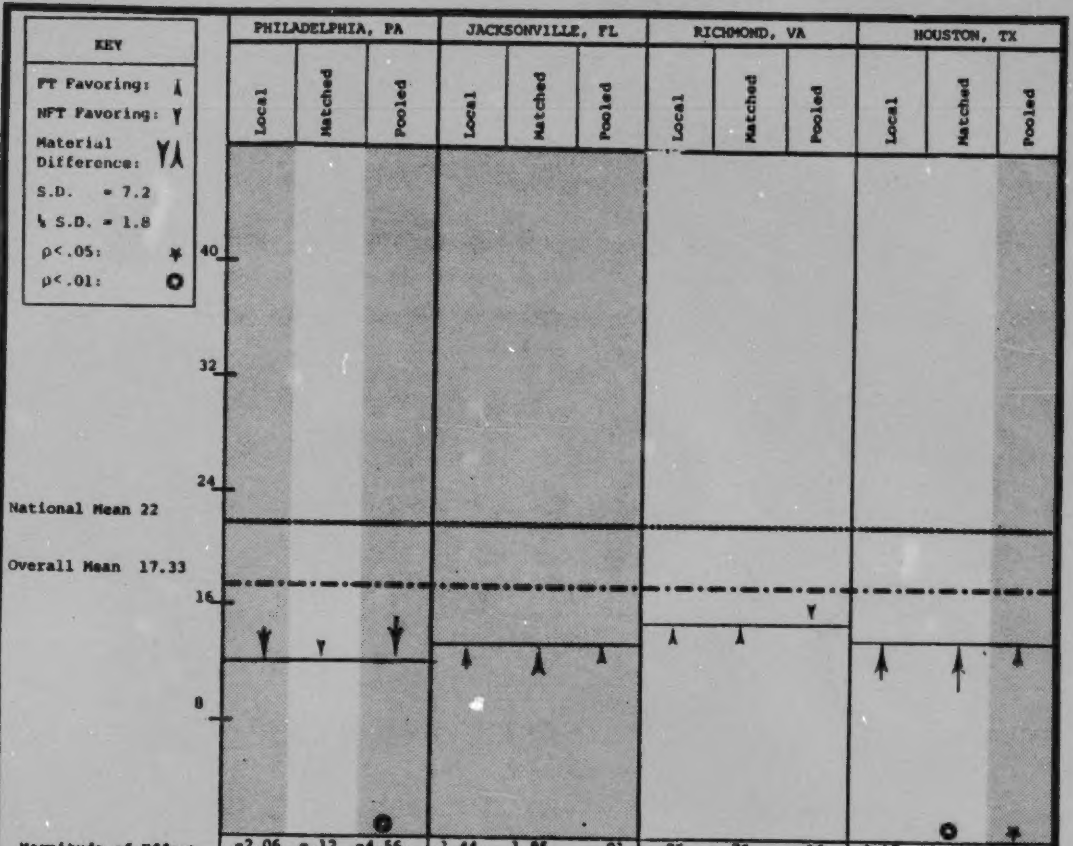


	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.27	-1.62	-3.13	-.20	-.37	.52	1.09	.84	1.94	1.46	2.23	2.58
Standard Error	1.51	1.38	.97	2.47	1.70	1.47	1.33	1.07	.68	1.73	1.06	.65
FT Mean	12.44			13.33			17.11			14.54		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		

FKW PS PS PS FKW

Table A11-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN PARENT EDUCATION MODEL

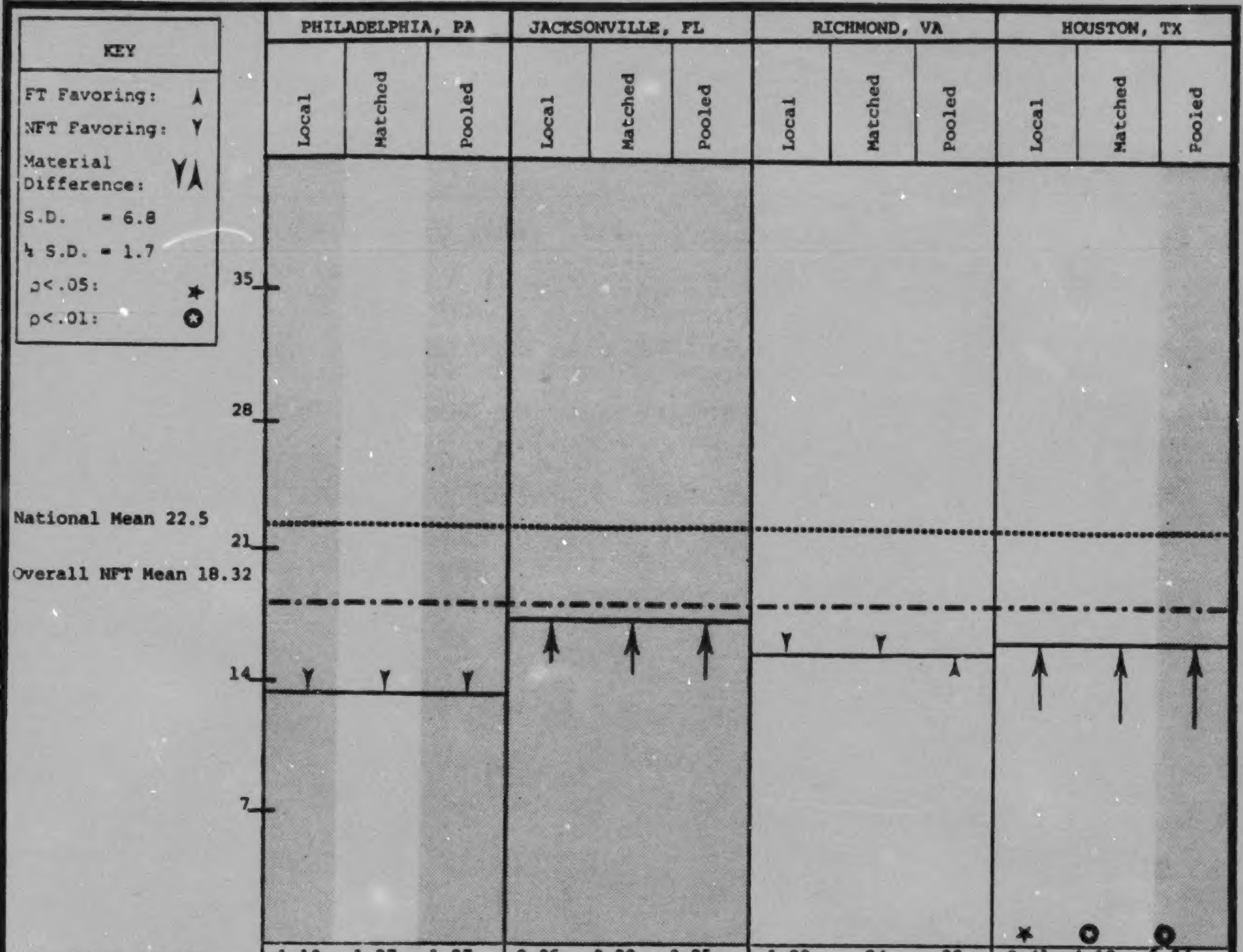


	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.06	-.12	-4.56	1.44	1.85	.01	.85	.76	-.16	2.17	3.42	1.65
Standard Error	1.56	1.25	.94	2.55	1.66	1.74	1.37	.98	.60	1.77	1.10	.64
FT Mean	11.83			13.00			14.76			13.42		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		

HET FKW PS PS PS FKW

Table A11-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN PARENT EDUCATION MODEL

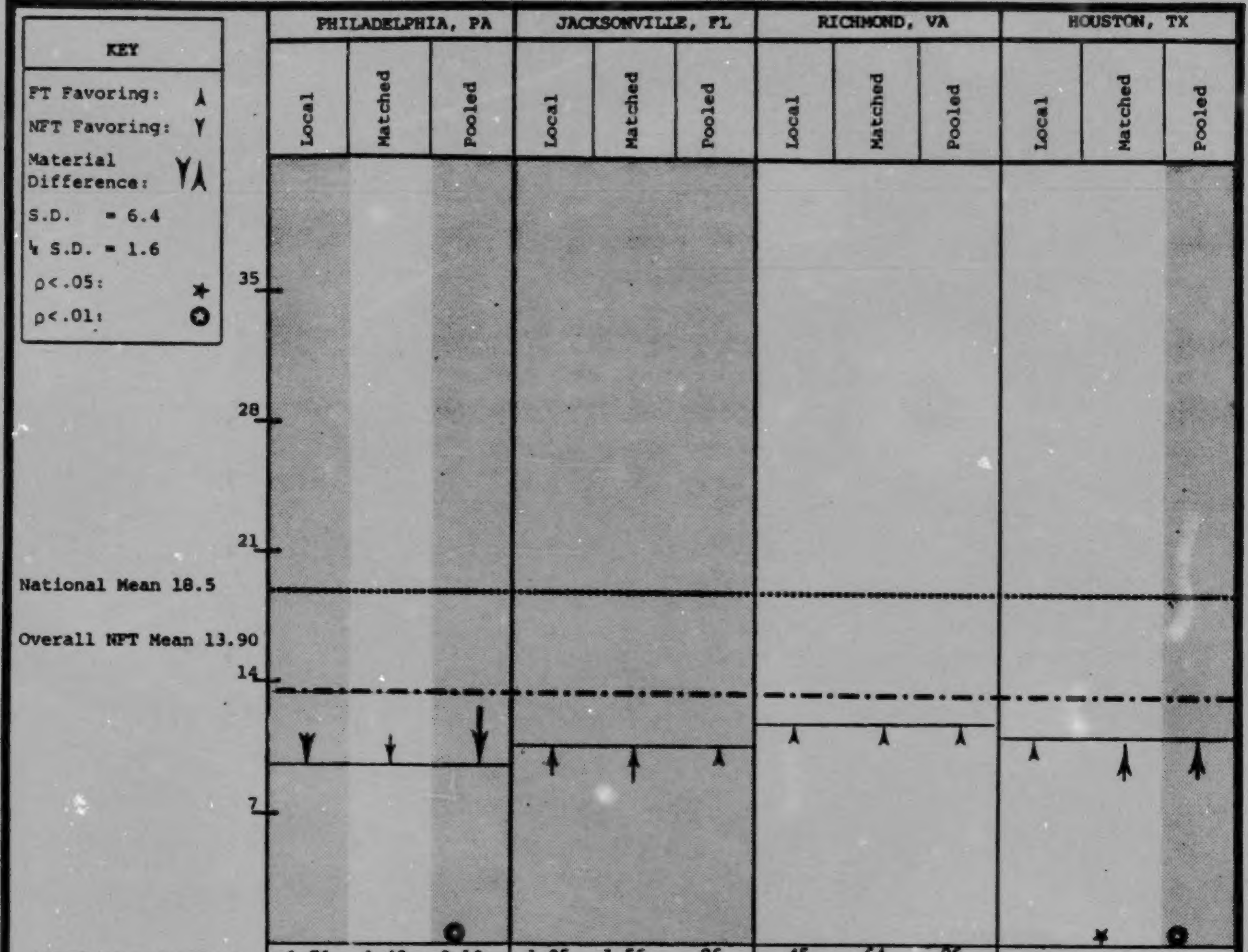


	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-1.13	-1.27	-1.27	2.36	3.29	3.25	-1.00	-.94	.20	3.41	4.18	5.04
Standard Error	1.43	1.30	.84	2.33	2.00	1.87	1.25	.99	.59	1.62	.87	.59
FT Mean	13.72			17.27			15.24			16.04		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		

HET FKW PS PS PS FKW

Table A11-10

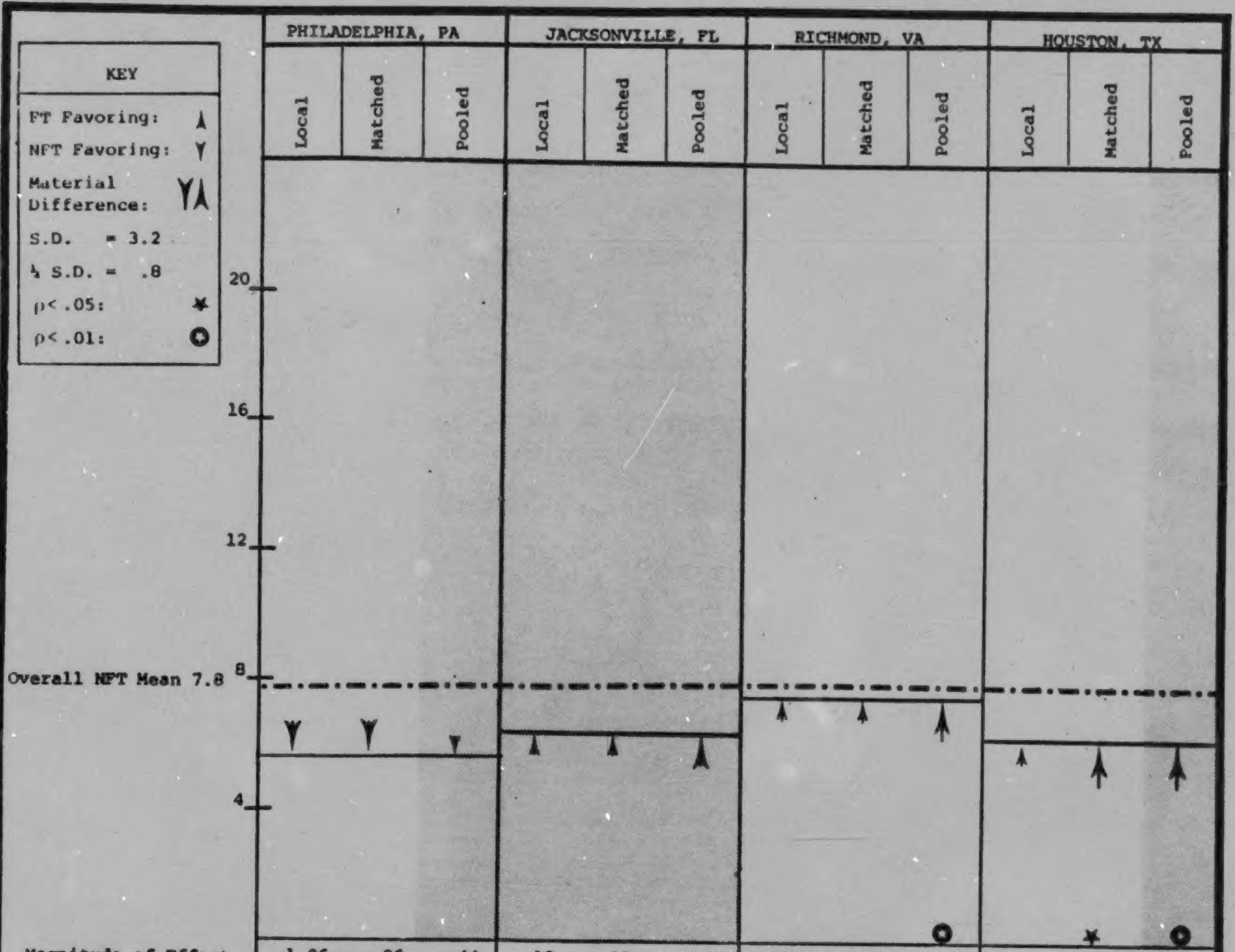
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	JACKSONVILLE, FL Local	JACKSONVILLE, FL Matched	JACKSONVILLE, FL Pooled	RICHMOND, VA Local	RICHMOND, VA Matched	RICHMOND, VA Pooled	HOUSTON, TX Local	HOUSTON, TX Matched	HOUSTON, TX Pooled
Magnitude of Effect	-1.76	-1.43	-3.13	1.25	1.56	.96	.45	.64	.96	.98	1.89	1.89
Standard Error	1.31	.97	.65	2.13	1.41	1.45	1.14	.89	.54	1.49	.90	.51
FT Mean	9.02			10.80			12.02			11.12		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		
	HET		FKW	PS	PS	PS						FKW

Table A11-11

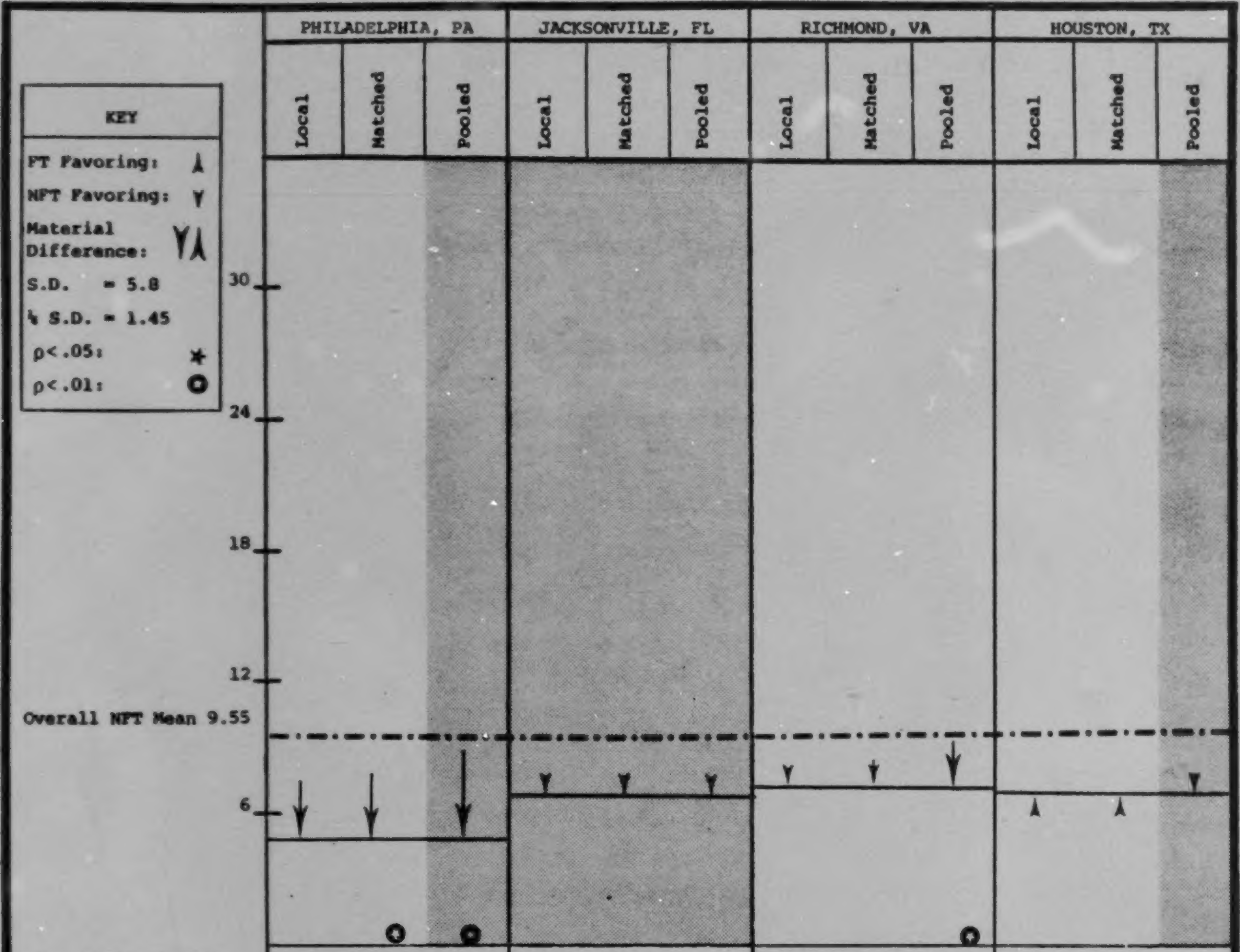
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON MAT LANGUAGE PART A FOR COHORT II SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-1.06	-.96	-.44	.18	.29	.83	.64	.54	1.66	.60	1.08	1.72
Standard Error	.75	.66	.42	1.23	.92	.94	.66	.51	.30	.87	.51	.32
FT Mean	5.63			6.33			7.50			6.14		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		
			FKW	PS	PS	PS						FKW

Table All-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.23	-2.88	-4.08	-.24	-.33	-.98	-.84	-1.04	-1.62	.35	.47	-.36
Standard Error	1.24	.83	.54	2.01	1.47	1.36	1.08	.82	.51	1.40	.78	.51
FT Mean	4.70			6.93			7.37			7.19		
No. of FT Children	46			15			111			95		
Matched NFT Site	Jacksonville, FL			Local			Local			Local		
			FKW	PS	PS	PS						FKW

Table A11-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR PARENT EDUCATION MODEL

SPONSOR 10		PHILADELPHIA, PA			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX		
		FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION	*Number*	187	1123	1310	276	124	400	246	217	463	240	228	468
CHILDREN RETAINED	*Percent*	24.6	11.0	13.0	5.4	42.7	17.0	45.1	31.8	38.9	39.6	34.2	37.0
	Number	46	124	170	15	53	68	111	69	180	95	78	173
No WRAT	*Percent*	15	5	8	7	2	3	0	0	0	19	3	12
	Number	7	6	13	1	1	2	0	0	0	18	2	20
No Income	*Percent*	30	65	56	7	9	9	60	48	56	53	41	47
	Number	14	81	95	1	5	6	67	33	100	50	32	82
WRAT Score	*Mean*	24	27	26	26	25	25	32	30	31	24	25	25
	Standard Deviation	14	14	14	11	11	11	13	11	12	11	11	11
	Number	39	118	157	14	52	66	111	69	180	77	76	153
Income	*Mean*	4406	5000	4747	3286	4271	4048	4579	4222	4419	4633	4402	4516
	Standard Deviation	2234	2265	2256	1477	2338	2202	2941	2682	2815	2693	2756	2713
	Number	32	43	75	14	48	62	44	36	80	45	46	91
CHILDREN NOT RETAINED	*Percent*	75.4	89.0	87.0	94.6	57.3	83.0	54.9	68.2	61.1	60.4	65.8	63.0
	Number	141	999	1140	261	71	332	135	148	283	145	150	295
No WRAT	*Percent*	26	15	17	67	10	55	4	5	4	42	13	27
	Number	36	154	190	176	7	183	5	7	12	61	20	81
No Income	*Percent*	53	78	75	69	20	59	65	61	63	61	63	62
	Number	75	778	853	181	14	195	88	91	179	88	95	183
WRAT Score	*Mean*	24	23	23	22	22	22	29	30	30	24	23	24
	Standard Deviation	15	13	13	10	10	10	16	17	16	13	13	13
	Number	105	845	950	85	64	149	130	141	271	84	130	214
Income	*Mean*	5136	4674	4780	3162	4149	3573	5042	4921	4976	4658	4182	4424
	Standard Deviation	2515	2334	2380	1934	2505	2235	3034	2580	2781	2802	2816	2806
	Number	66	221	287	80	57	137	47	57	104	57	55	112

Table A11-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE PARENT EDUCATION MODEL

	PHILADELPHIA, PA			JACKSONVILLE, FL		RICHMOND, VA		HOUSTON, TX		SPONSOR'S SITES	
	FT	NFT Local	NFT Match	FT	NFT Local Match	FT	NFT Local Match	FT	NFT Local Match	FT	NFT Local Match[d]
Fall Kindergarten WRAT											
Mean	24.1	26.8	25.2	25.6	25.2	31.5	30.2	24.0	25.2	26.3	26.9
Standard Deviation	14.2	13.8	10.8	10.7	10.8	13.3	10.9	11.1	10.8		
Highest Occupation in Household											
Mean	12.8	14.0	13.4	12.9	13.4	13.2	13.6	13.5	13.5	13.1	13.6
Standard Deviation	.9	2.0	1.7	1.2	1.7	1.5	1.7	1.8	2.0		
Family Income in Dollars											
Mean	4406	5000	4271	3286	4271	4579	4222	4633	4402	4226	4474
Standard Deviation	2234	2265	2338	1477	2338	2941	2682	2693	2756		
Missing Income Information											
No. Missing	14	81	5	1	5	67	33	50	32		
Valid Cases	32	43	48	14	48	44	36	45	46		
Ethnic Membership/Race											
Percent White	2	1	0	0	0	1	10	0	4	1	4
Percent Black	96	83	100	100	100	99	90	70	55	91	82
Sex (Percent Male)	43	55	36	60	36	53	49	56	41	53	45
Entry Age in Months											
Mean	53.4	54.1	54.2	53.7	54.2	58.0	59.4	57.9	59.4	55.8	56.8
Standard Deviation	3.7	3.1	3.9	4.1	3.9	4.7	5.6	4.2	3.7		
Percent with English as First Language	100	89	100	100	100	100	100	70	77	92	92
MATCHED SITE	Jacksonville, FL			Local		Local		Local			

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Table A11-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE PARENT EDUCATION MODEL

	NEW YORK, NY			JACKSONVILLE, FL			RICHMOND, VA			HOUSTON, TX			SPONSOR'S SITES			ALL SITES	
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT
Total Reading																	
Mean	27.35	36.50	31.72	30.60	31.72		39.42	38.20		34.08	29.30		32.86	33.93		38.36	43.58
Standard Deviation	14.54	17.37	13.78	15.56	13.78		17.18	16.95		17.33	15.04						
Total Mathematics																	
Mean	34.57	43.40	37.21	41.07	37.21		42.02	40.90		40.58	33.60		39.56	38.78		45.83	49.36
Standard Deviation	14.43	21.68	13.46	19.87	13.46		16.86	16.92		16.52	12.83						
Language																	
Mean	10.33	14.96	14.00	13.27	14.00		14.87	14.86		13.33	12.49		12.95	14.08		16.24	17.53
Standard Deviation	5.19	9.13	6.07	9.11	6.07		7.34	7.13		7.57	5.86						
Spelling																	
Mean	12.72	17.55	10.38	10.80	10.38		20.05	17.45		14.38	9.13		14.49	13.63		15.73	18.92
Standard Deviation	11.90	13.17	11.49	13.23	11.49		12.81	11.96		12.36	10.31						
Raven's Progressive Matrices																	
Mean	16.63	17.50	17.47	17.13	17.47		17.99	17.32		16.57	17.56		17.08	17.46		18.26	19.06
Standard Deviation	4.36	4.57	5.08	4.72	5.08		4.46	4.27		5.52	4.31						
Coopersmith's Self-Esteem																	
Mean	31.35	35.33	35.28	33.27	35.28		35.23	35.45		32.69	36.08		33.14	35.54		35.25	36.53
Standard Deviation	8.66	7.63	7.13	11.30	7.13		9.05	6.98		8.63	6.83						
IARS - Locus Negative																	
Mean	8.91	9.85	9.47	9.20	9.47		9.81	10.13		9.14	8.56		9.26	9.50		9.69	9.96
Standard Deviation	2.70	3.27	2.78	2.34	2.78		2.73	3.22		2.57	2.96						
IARS - Locus Positive																	
Mean	14.87	14.72	15.40	15.00	15.40		15.37	15.59		14.31	14.64		14.89	15.08		15.13	15.68
Standard Deviation	3.24	3.33	2.95	3.23	2.95		3.29	2.49		3.47	2.91						
Word Knowledge																	
Mean	14.91	20.56	17.72	17.27	17.72		22.32	22.25		19.55	15.74		18.51	19.07		21.42	24.66
Standard Deviation	9.50	11.26	8.14	10.37	8.14		11.11	11.06		11.12	9.72						
Reading																	
Mean	12.44	15.94	14.00	13.33	14.00		17.11	15.96		14.54	13.55		14.36	14.86		16.94	18.92
Standard Deviation	6.20	7.06	6.29	5.89	6.29		7.06	7.01		7.09	6.21						
Mathematics Computations																	
Mean	13.72	15.98	15.23	17.27	15.23		15.24	16.17		16.04	12.81		15.57	15.05		17.70	18.02
Standard Deviation	5.33	7.63	6.25	7.83	6.25		6.23	6.83		6.13	4.22						
Mathematics Concepts																	
Mean	11.83	15.40	12.02	13.00	12.02		14.76	13.64		13.42	11.15		13.25	13.05		15.49	17.38
Standard Deviation	6.55	8.46	5.18	7.50	5.18		6.49	6.28		7.05	6.16						
Mathematics Problem Solving																	
Mean	9.02	12.02	9.96	10.80	9.96		12.02	11.09		11.12	9.64		10.74	10.68		12.63	13.96
Standard Deviation	4.78	7.27	4.28	6.01	4.28		5.73	5.80		5.62	5.07						
Language Part A																	
Mean	5.63	7.07	6.57	6.33	6.57		7.50	6.65		6.14	5.50		6.40	6.45		7.37	7.83
Standard Deviation	2.96	3.59	3.10	4.01	3.10		3.32	3.27		3.34	3.01						
Language Part B																	
Mean	4.70	7.89	7.43	6.93	7.43		7.37	8.20		7.19	6.99		6.55	7.63		8.87	9.70
Standard Deviation	3.29	6.81	4.39	5.96	4.39		5.51	4.94		5.16	3.94						
BEST MATCH SITE	Jacksonville, FL			Local			Local			Local							

Table A11-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE PARENT EDUCATION MODEL

	PHILADELPHIA, PA		JACKSONVILLE, FL		RICHMOND, VA		HOUSTON, TX	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian								
Percent								
Number								
Black								
Percent	96	83	100	100	99	90	70	55
Number	44	103	15	53	110	62	66	43
Oriental								
Percent		2						
Number		2						
Mexican American								
Percent							30	41
Number							29	32
Puerto Rican								
Percent	2	14						
Number	1	17						
Other Spanish Surname *Percent*								
Number								
White								
Percent	2	1			1	10		4
Number	1	1			1	7		3
Other								
Percent		1						
Number		1						

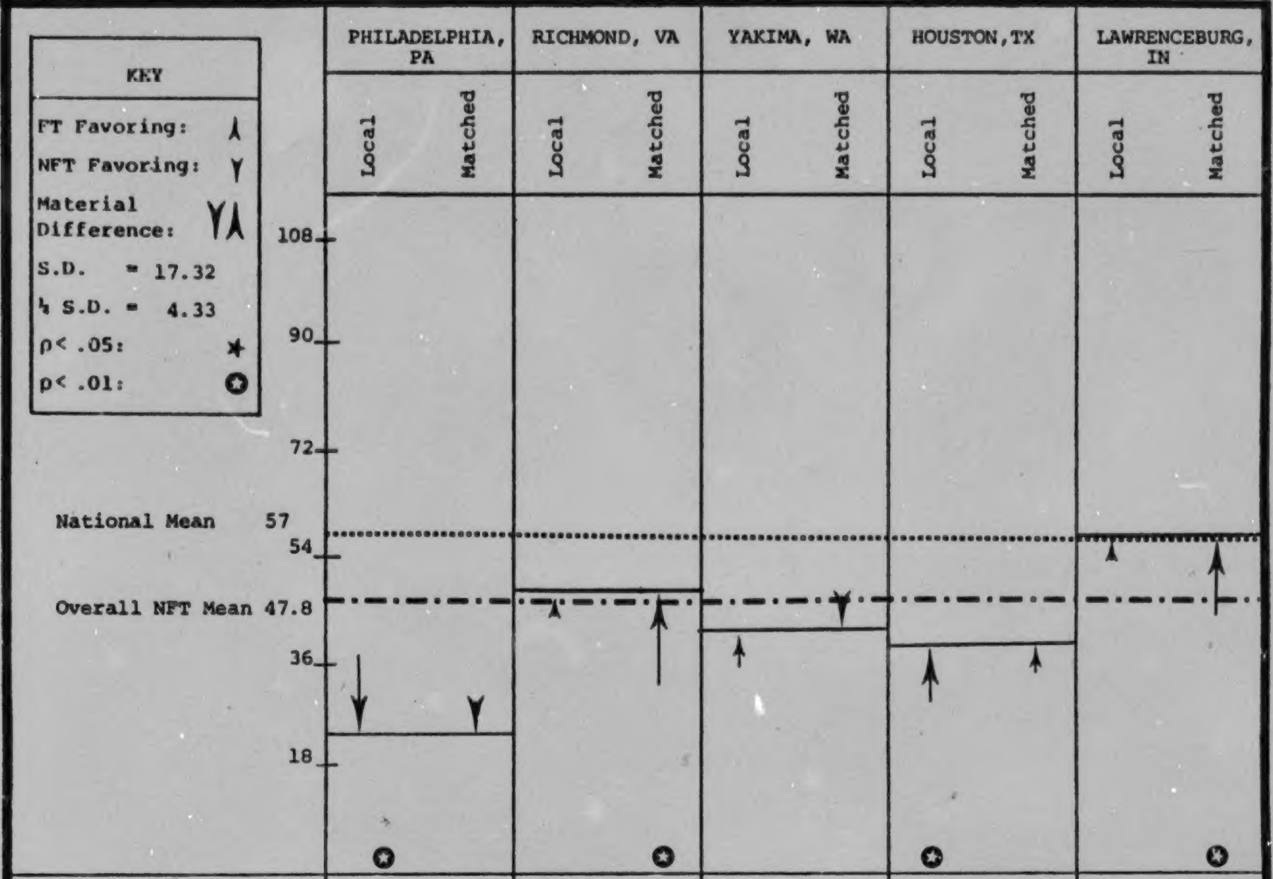
Table A11-17

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN PARENT EDUCATION MODEL

	PHILADELPHIA, PA			RICHMOND, VA			YAKIMA, WA			HOUSTON, TX			LAWRENCEBURG, IN			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Children in Analytic Sample																		
Number	75	13	24	49	19	24	83	26	37	125	45	43	40	45	26	74	30	
Fall Kindergarten WRAT																		
Mean Score	26.5	29.5	26.5	28.0	26.5	26.5	25.9	25.4	23.5	27.8	19.5	27.8	26.1	33.6	25.4	26.9	26.9	
Percent with Preschool	77		100	74	32	100	56	4	61	84	31	60	59	30	4			
Number Responding	47		24	47	19	24	62	25	36	90	45	42	39	44	25	70	24	
Children's Ethnicity																		
Percent Black	84	100	96	88	47	96	17	0	35	70	51	65	0	0	0	52	40	
Percent White	5	0	4	12	53	4	66	100	65	2	2	7	100	100	100	37	51	
Percent Other	11	0	0	0	0	0	16	0	0	28	47	28	0	0	0	11	9	
Family Income in Median Dollars	4450		4800	3257	7300	4800	3825	7750	3140	2590	4800	2581	8200	8800	7750	4464	7162	
Number Responding	25		24	43	16	24	51	23	36	49	44	43	38	42	23			
Mother's Education																		
Percent High School Graduates	37		48	45	33	48	40	56	27	38	28	42	54	68	56	43	46	
Number Responding	27		23	40	18	23	50	25	33	48	43	40	39	44	25			
Female Heads of Household																		
Percent	64		58	41	26	58	19	8	11	48	40	40	18	4	8	38	19	
Teachers																		
Number	3	1	1	4	5	1	7	3	3	10	10	11	3	4	3	5	5	
Teacher Education																		
Percent B.A. or Less	33	0	100	75	80	100	43	0	67	60	60	73	0	25	0	42	33	
Percent More than B.A.	33	100	0	25	0	0	43	67	33	20	10	18	33	50	67	31	45	
Percent More than M.A.	33	0	0	0	20	0	14	33	0	20	30	9	67	25	33	27	22	
Teaching Experience																		
Total Years	8.7	5.0	2.0	12.0	7.2	2.0	4.6	4.3	3.7	11.8	19.1	7.8	9.7	10.8	4.3	9.4	9.3	
BEST MATCH SITE	Washington, D.C.			Washington, D.C.			Portageville, MO			Fresno, CA			Yakima, WA					

Table A11-18

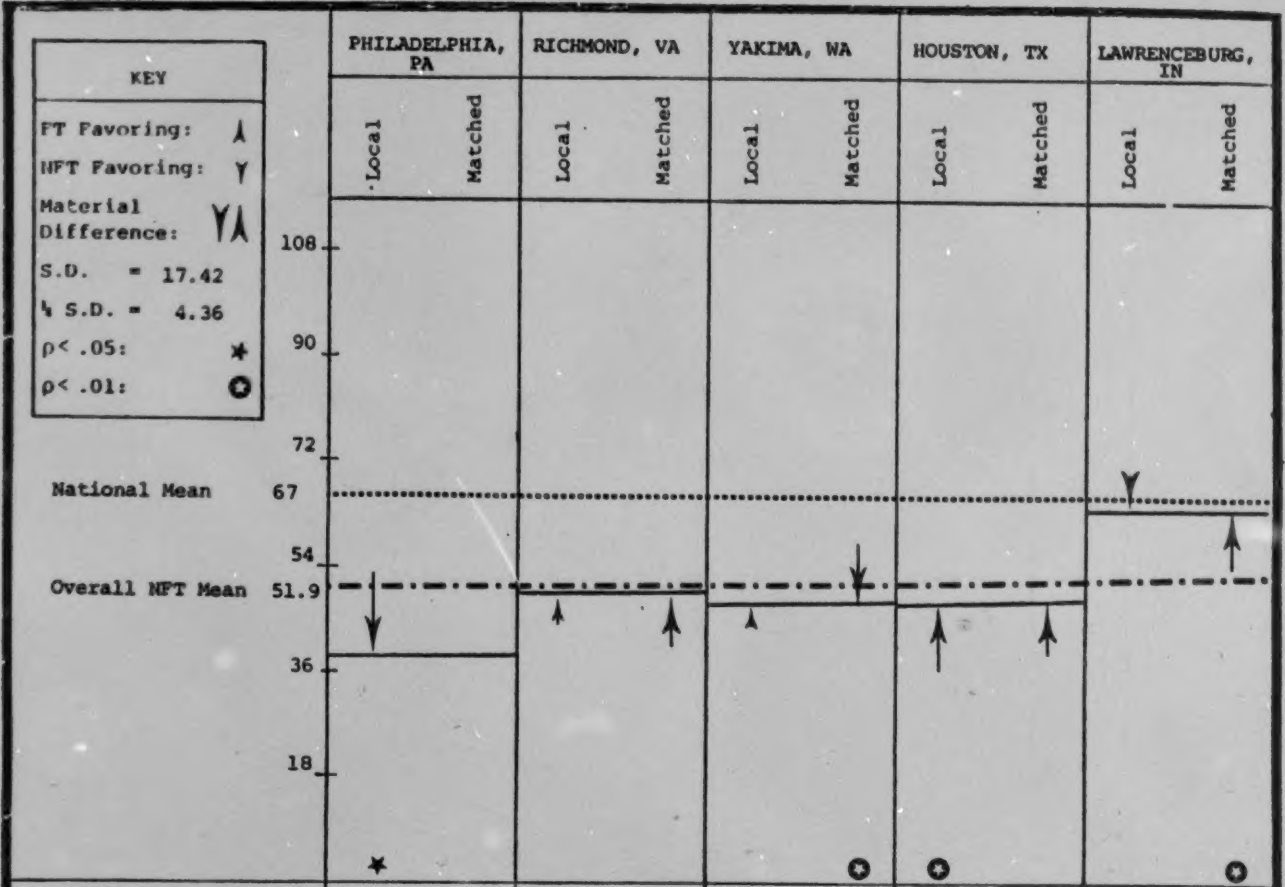
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	RICHMOND, VA Local	RICHMOND, VA Matched	YAKIMA, WA Local	YAKIMA, WA Matched	HOUSTON, TX Local	HOUSTON, TX Matched	LAWRENCEBURG, IN Local	LAWRENCEBURG, IN Matched
Magnitude of Effect	-12.66	-4.35	2.44	14.98	4.16	-4.95	10.43	3.75	.58	14.90
Standard Error	4.09	3.11	3.54	3.83	3.05	3.78	2.94	3.31	2.96	3.33
FT Mean	25.8		48.7		43.7		40.9		57.4	
No. of FT Children	75		49		83		125		40	
Matched NFT Site	Washington, DC		Washington, DC		Portageville, MO		Fresno, CA		Yakima, WA	

Table A11-19

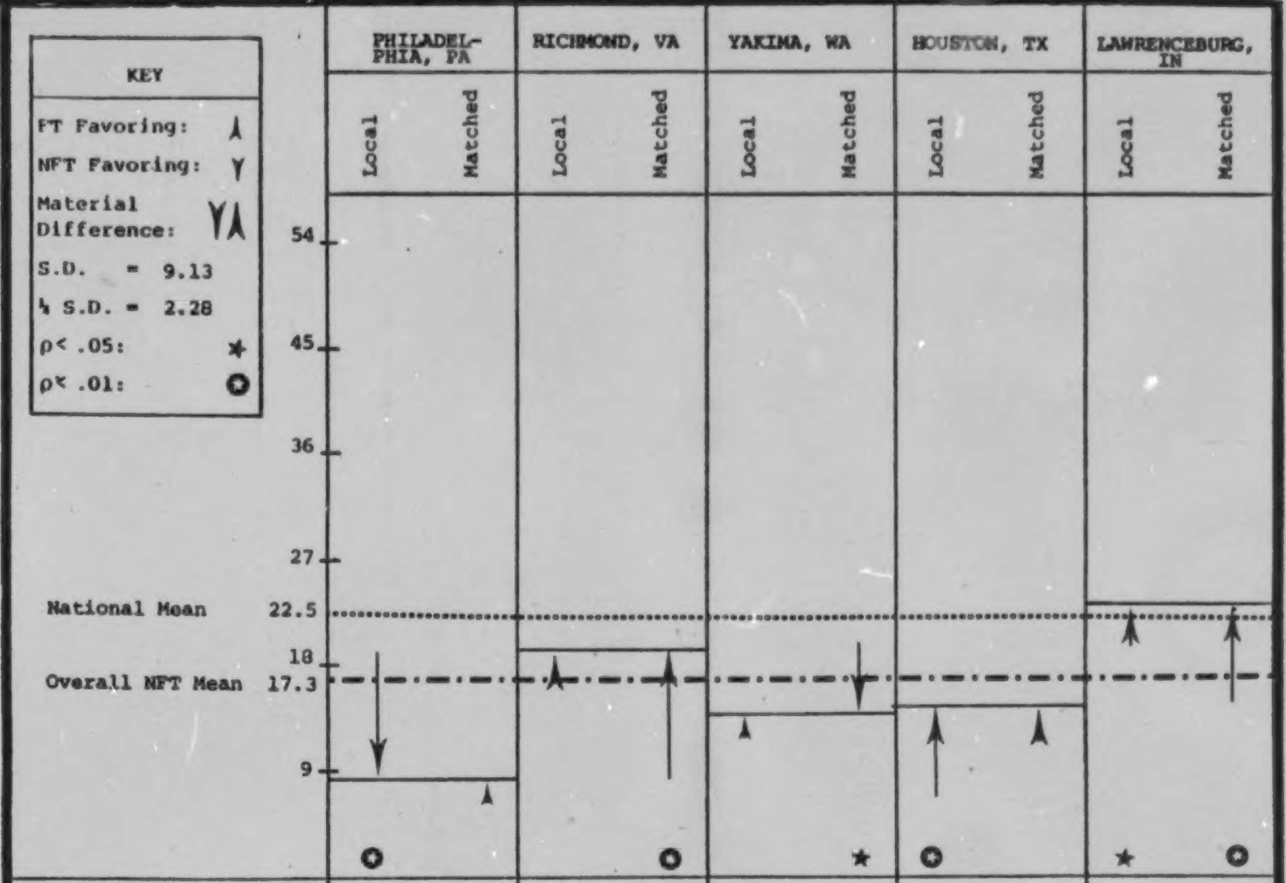
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA		RICHMOND, VA		YAKIMA, WA		HOUSTON, TX		LAWRENCEBURG, IN	
	Local	Matched	Local	Matched	Local	Matched	Local	Matched	Local	Matched
Magnitude of Effect	-10.42	-.03	3.12	6.13	.39	-9.88	10.65	4.44	-4.49	10.15
Standard Error	3.88	4.12	3.36	3.76	2.89	3.01	2.79	3.23	2.84	3.01
FT Mean	37.5		49.4		46.4		45.1		62.5	
No. of FT Children	75		49		83		125		40	
Matched NFT Site	Washington, DC		Washington, DC		Portageville MO		Fresno, CA		Yakima, WA	

Table A11-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN PARENT EDUCATION MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	RICHMOND, VA Local	RICHMOND, VA Matched	YAKIMA, WA Local	YAKIMA, WA Matched	HOUSTON, TX Local	HOUSTON, TX Matched	LAWRENCEBURG, IN Local	LAWRENCEBURG, IN Matched
Magnitude of Effect	-12.74	.18	2.70	10.31	1.00	-4.57	7.78	2.72	3.66	8.24
Standard Error	2.39	1.85	2.19	2.22	1.83	1.81	1.61	1.93	1.66	1.60
FT Mean	8.2		19.0		14.9		15.4		23.5	
No. of FT Children	75		49		83		125		40	
Matched NFT Site	Washington, DC		Washington, DC		Portageville, MO		Fresno, CA		Yakima, WA	

Table A11-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT III SITES IN PARENT EDUCATION MODEL

	MAT Norm Population	Philadelphia PA		Jacksonville FL		Yakima, WA		Houston, TX		Lawrenceburg IN	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
Reading											
Spring Second Grade Median	52.5	37.2	48.2	50.2	48.0	46.8	46.5	46.5	38.8	52.5	55.3
Percentile of Median	50	4.4	29.2	39.2	28	22.4	21.5	21.5	6.8	50	63.2
Grade Equivalent	2.65	1.71	2.32	2.46	2.3	2.24	2.22	2.22	1.79	2.65	2.93
Fall Kindergarten Median	-	18.9	19.2	17.9	17.2	18.1	17.7	18.3	16.7	17.5	18.7
Mathematics											
Spring Second Grade Median	57	39.8	52.0	50.6	48.0	48.6	50.8	48.7	36.8	53.9	58.4
Percentile of Median	50	4.5	24	18.4	12	13.2	19.2	13.4	2.5	33.4	55.6
Grade Equivalent	2.7	1.69	2.35	2.28	2.1	2.16	2.28	2.17	1.54	2.44	2.84
Fall Kindergarten Median	-	12.4	15.2	11.3	12.6	12.0	11.2	13.7	6.8	10.3	13.6
Spelling											
Spring Second Grade Median	56.5	43.4	56.1	56.0	55.8	50.2	51.5	49.3	37.9	59.0	61.6
Percentile of Median	50	11.4	48.4	48	46.8	28.4	31	25.2	5.9	60	69.2
Grade Equivalent	2.85	1.92	2.81	2.8	2.78	2.36	2.45	2.31	1.44	3.0	3.36
Fall Kindergarten Median	-	18.7	18.8	19.9	19.4	17.9	19.8	19.7	17.6	20.4	23.5

Table A11-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE PARENT EDUCATION MODEL

	PHILADELPHIA, PA			RICHMOND, VA			YAKIMA, WA			HOUSTON, TX			LAWRENCEBURG, IN			SPONSOR'S SITES		
	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match[d]
Fall Kindergarten WRAT																		
Mean	26.5	29.5	26.5	28.0	26.5	26.5	25.9	25.4	23.5	27.8	19.5	27.8	26.1	33.6	25.4	26.9	26.9	
Standard Deviation	10.3	11.0	12.5	15.0	13.4	12.5	11.9	10.4	13.7	12.5	9.7	10.1	9.9	13.5	10.4			
Highest Occupation in Household																		
Mean	13.2		14.0	13.6	13.4	14.0	13.5	14.1	14.2	13.3	14.0	13.2	14.7	15.4	14.1	13.7	14.2	
Standard Deviation	1.5		1.9	1.8	2.0	1.9	2.3	1.8	2.4	1.9	1.9	1.9	2.2	2.2	1.8			
Family Income in Dollars																		
Mean	4620		4750	4223	6675	4750	4422	6808	4014	4096	4489	3779	7723	7954	6808	5017	6481	
Standard Deviation	2823		2594	2365	2804	2594	2596	3117	2832	2630	2344	2304	2558	2432	3117			
Missing Income Information																		
No. Missing	50	13	0	6	3	0	32	3	1	76	1	0	2	3	3			
Valid Cases	25	0	24	43	16	24	51	23	36	49	44	43	38	42	23			
Ethnic Membership/Race																		
Percent White	5	0	4	12	53	4	66	100	65	2	2	7	100	100	100	37	51	
Percent Black	84	100	96	88	47	96	17	0	35	70	51	65	0	0	0	52	40	
Sex (Percent Male)	43	38	38	47	53	38	53	65	46	39	47	35	45	40	65	45	49	
Entry Age in Months																		
Mean	62.4	61.4	62.3	66.9	66.8	62.3	66.2	66.0	65.9	67.1	67.3	65.8	65.0	65.2	66.0	65.5	65.3	
Standard Deviation	3.5	3.3	4.0	4.3	6.1	4.0	4.6	4.9	3.7	3.9	3.3	4.7	4.0	4.2	4.9			
Percent with English as First Language	99	100	100	100	100	100	95	100	100	72	100	86	100	100	100	93	100	
BEST MATCH SITE	Washington, DC			Washington, DC			Portageville, MO			Fresno, CA			YAKIMA, WA					

Table A11-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE PARENT EDUCATION MODEL

	PHILADELPHIA, PA			RICHMOND, VA			YAKIMA, WA			HOUSTON, TX			LAWRENCEBURG, IN			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match				
Spelling																			
Mean	8.2	21.5	8.9	19.0	16.7	8.9	14.9	14.6	20.7	15.4	6.4	11.2	23.5	23.4	14.6	16.2	16.5	14.8	17.3
Standard Deviation	6.7	6.9	8.2	9.2	11.4	8.2	9.5	6.8	7.8	10.0	8.1	9.5	6.2	8.1	6.8				
Total Reading																			
Mean	25.8	41.5	35.6	48.7	44.2	35.6	43.7	40.3	49.0	40.9	26.8	36.9	57.4	62.5	40.3	43.3	43.1	45.5	47.8
Standard Deviation	12.6	18.7	14.1	18.5	19.0	14.1	18.8	14.6	19.1	18.5	10.7	14.5	15.5	17.7	14.6				
Total Mathematics																			
Mean	37.5	48.3	42.8	49.4	46.2	42.8	46.4	49.0	53.9	45.1	33.8	43.1	59.2	68.2	49.0	47.5	49.1	48.0	51.9
Standard Deviation	16.0	10.6	12.2	16.9	11.9	12.2	13.2	13.5	17.7	16.6	12.5	18.9	14.9	21.2	13.5				
BEST MATCH SITE	Washington, D.C.			Washington, D.C.			Portageville, MO			Fresno, CA			Yakima, WA						

Table A11-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE PARENT EDUCATION MODEL

	PHILADELPHIA, PA		RICHMOND, VA		YAKIMA, WA		HOUSTON, TX		LAWRENCEBURG, IN	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian										
Percent					2					
Number					2					
Black										
Percent	84	100	88	47	17		70	51		
Number	63	13	43	9	14		87	23		
Oriental										
Percent					2		1			
Number					2		1			
Mexican American										
Percent					12		28	47		
Number					10		35	21		
Puerto Rican										
Percent	11									
Number	8									
Other Spanish Surname *Percent*										
Number										
White										
Percent	5		12	53	66	100	2	2	100	100
Number	4		6	10	55	26	2	1	40	45
Other										
Percent										
Number										

Table A11-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE PARENT EDUCATION MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
OCCUP = Occupations
SEX = Sex
ETH1 = White vs. Black
PO215622 = Income
NOINC = Missing Income
ENTAGE = Entry Age
ETH2 = White vs. Other
LANG = First Language
NOOCC = Missing Occupation

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.56169653	.39449173E-01
NOWRAT	-1.4745353	3.7965732
OCCUP	.32211580	.44407216
SEX	-.39378442	1.5723046
ETH1	3.3049926	2.3956542
PO215622	.19229552E-03	.33178496E-03
NOINC	7.2539471	4.0591648
ENTAGE	-.34641982	.20392214
ETH2	-.44732546	3.3579896
LANG	-1.0150190	4.9547029
NOOCC	-9.6310797	4.0121406

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.53943132	.72923288E-01
NOWRAT	-2.8419546	3.7864924
OCCUP	.47295634	.50823731
SEX	-.13764173	1.7560227
ETH1	-.97732522	2.7254998
PO215622	.14401229E-04	.34838117E-03
NOINC	11.516225	5.1022389
ENTAGE	-.18352284	.21412311
ETH2	1.5398824	3.5574400
LANG	-3.5031878	5.2130564
NOOCC	-12.809098	5.0528624

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.40078322	.52042890E-01
NOWRAT	-1.3979524	2.8450251
OCCUP	.64979612E-01	.30274750
SEX	-3.2233328	1.2532141
ETH1	1.1548676	1.9430945
PO215622	.11863624E-03	.24952789E-03
NOINC	3.2998572	3.5412957
ENTAGE	-.38533024	.15281244
ETH2	2.0499109	2.5388462
LANG	-3.0753316	3.7203825
NOOCC	-4.8893867	3.6060574

MAT Language

VARIABLE	B	STD ERROR B
FKW	.22815019	.32364739E-01
NOWRAT	-.74260675	1.7692810
OCCUP	.19913967	.22538755
SEX	-.36605052	.77935619
ETH1	.44336292	1.2096281
PO215622	.20433255E-03	.15401818E-03
NOINC	4.8785426	2.2644704
ENTAGE	-.26135021E-01	.95031900E-01
ETH2	-.15647461	1.5786727
LANG	-.23517891	2.3136534
NOOCC	-5.3214305	2.2425542

Raven's

VARIABLE	B	STD ERROR B
FKW	.13076462	.20415090E-01
NOWRAT	-1.0079004	1.1160282
OCCUP	-.84847173E-02	.14229626
SEX	1.5431873	.49150279
ETH1	2.0466331	.76300064
PO215622	.85135565E-04	.97530147E-04
NOINC	1.7737361	1.4283841
ENTAGE	-.28137825E-01	.59944281E-01
ETH2	-1.0086689	.99592228
LANG	.54642474	1.4574077
NOOCC	-1.5650695	1.4145610

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.14647997	.37992948E-01
NOWRAT	-1.5519057	2.0714923
OCCUP	.46414919E-01	.25412022
SEX	-.46041297	.91247823
ETH1	.54774335	1.4162450
PO215622	.20935159E-03	.13142855E-03
NOINC	1.3303131	2.0512452
ENTAGE	-.87441972E-01	.11126432
ETH2	.13389959	1.3465633
LANG	-.32345571	2.7048401
NOOCC	-1.6333239	2.0295078

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.61742112E-01	.14429052E-01
NOWRAT	-1.1427703	.79972539
OCCUP	.17647247E-01	.10195690
SEX	-.29386132	.35227357
ETH1	.46639719	.54475809
PO215622	-.63490735E-05	.69838322E-04
NOINC	1.1940884	1.0235539
ENTAGE	-.58159655E-01	.42954076E-01
ETH2	-.25526341	.71309071
LANG	.71123829	1.0457849
NOOCC	-1.7151634	1.0134486

Table A11-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.43184371E-01	.13591016E-01
NOWRAT	-1.2718944	.74297916
OCCUP	.29009025E-01	.94731618E-01
SEX	-.14168914	.32727725
ETH1	-.40016821	.50796253
P0215622	.45786808E-04	.64029247E-04
NOINC	-.21712754E-01	.95092947
ENTAGE	-.10987116E-01	.39907014E-01
ETH2	1.3010634	.66302046
LANG	-2.1526900	.97157899
NOOCC	.27698897	.94172296

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.36051842	.45208294E-01
NOWRAT	-.34673837	2.4713966
OCCUP	.74065009	.31510897
SEX	-.32770619	1.0866333
ETH1	1.2832012	1.6876529
P0215622	.13468518E-03	.21597634E-03
NOINC	3.4125218	3.1840953
ENTAGE	-.20681408	.13274404
ETH2	-.20863925	2.2054272
LANG	-1.3013733	3.2317969
NOOCC	-4.2892168	3.1324847

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.20317812	.29421799E-01
NOWRAT	-1.1277970	1.6083989
OCCUP	.81466761E-01	.23587471
SEX	-.56307823	.70848874
ETH1	1.7217418	1.0996357
P0215622	.57400341E-04	.14035843E-03
NOINC	3.3414234	2.0585604
ENTAGE	-.13960574	.86390577E-01
ETH2	-.43863615	1.4353066
LANG	.23735124	2.1032711
NOOCC	-4.7418631	2.0396389

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	.19157900	.30299677E-01
NOWRAT	-1.5877945	1.6853904
OCCUP	.24374130	.21119373
SEX	-.29694360E-01	.72002866
ETH1	-.14808975	1.1324487
P0215622	-.23829483E-04	.14475242E-03
NOINC	2.8031294	2.1199878
ENTAGE	-.82945559E-01	.86968303E-01
ETH2	.65958396	1.4781313
LANG	-1.6942726	2.1690286
NOOCC	-4.2220315	2.0994679

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.19211583	.27759153E-01
NOWRAT	-1.1982517	1.5179997
OCCUP	.10283259	.19334859
SEX	-.47909473E-01	.66866451
ETH1	-.10113449	1.0378312
P0215622	-.13146117E-04	.13235860E-03
NOINC	2.8600859	1.7423601
ENTAGE	.39945986E-01	.81545040E-01
ETH2	.88237335	1.3546340
LANG	-.32141094	1.3830579
NOOCC	--.2964470	1.9240583

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.15553550	.25415201E-01
NOWRAT	-.61738417E-01	1.3893711
OCCUP	.12196254	.17714813
SEX	-.59837893E-01	.61200848
ETH1	-.72720097	.94748998
P0215622	.56370429E-04	.12141770E-03
NOINC	3.9310197	1.7752307
ENTAGE	-.12951932	.74626170E-01
ETH2	-.15748859E-02	1.2398483
LANG	-1.4369962	1.3178529
NOOCC	-4.2985984	1.7610220

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.10197823	.14856230E-01
NOWRAT	-.35286212	.83121111
OCCUP	.17828091E-01	.10215633
SEX	-.44144498	.35292802
ETH1	.22297581	.54777475
P0215622	.97243231E-04	.70018160E-04
NOINC	.89629644	1.0294585
ENTAGE	-.64801237E-01	.43034778E-01
ETH2	-.23618423	.71498854
LANG	.65978407	1.0477278
NOOCC	-.25364640	1.0155317

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.12617196	.23952901E-01
NOWRAT	-.38964464	1.3094316
OCCUP	.13131157	.15675566
SEX	.93614182E-01	.57679570
ETH1	.22038711	.89523670
P0215622	.16769332E-03	.11443178E-03
NOINC	3.9622482	1.5739177
ENTAGE	.25666215E-01	.70332998E-01
ETH2	.11970953	1.1645119
LANG	-.59436299	1.7123176
NOOCC	-4.4677984	1.6596901

Table A12-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES FOR COHORT III SITES IN EDC MODEL

	PHILADELPHIA, PA			SCRANTON, PA			WASHINGTON, DC			PATERSON, NJ			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	48.8	52.2	48.2	45.9	52.5	44.9	51.7	58.1	52.6	42.9	55.6	43.7	47.3	54.6	
Number	9	6	10	5	4	7	2	1	7	4	9	6			
Local Mean Difference		→ 3.4			→ 6.6			→ 6.4			→ 12.7			→ 7.1	
Best Match Mean Difference															
Flexible Classroom	53.4	46.2	46.7	57.5	48.9	50.4	65.1	57.0	43.1	51.6	47.2	47.1	56.9	49.8	
Number	9	6	10	5	4	7	2	1	7	3	8	6			
Local Mean Difference	7.2 ←			8.6 ←			8.1 ←			4.4 ←			7.1 ←		
Best Match Mean Difference	6.7 ←			7.1 ←			22.0 ←			4.5 ←					
Individualization	54.6	40.5	45.0	55.6	42.5	46.1	59.6	48.8	51.4	67.4	54.6	49.3	59.3	46.6	
Number	9	6	10	5	4	7	2	1	7	3	8	6			
Local Mean Difference	14.1 ←			13.1 ←			10.8 ←			12.8 ←			12.7 ←		
Best Match Mean Difference	9.6 ←			9.5 ←			8.2 ←			18.1 ←					
Academic (vs. Emotional) Emphasis	46.3	55.4	45.5	48.3	47.3	42.3	46.6	52.2	48.2	45.9	46.3	46.2	46.8	50.3	
Number	8	6	10	5	4	7	2	1	7	4	9	6			
Local Mean Difference		→ 9.1						→ 5.6						→ 3.5	
Best Match Mean Difference				6.0 ←											
Satisfaction with Sponsor	56.4			53.2			55.1			60.5			56.3		
Number	8			5			2			2					
Local Mean Difference															
Best Match Mean Difference															
BEST MATCH SITE	Philadelphia, PA *			Lock Haven, PA			Louisville, KY			Buffalo, NY					

* **Philadelphia's Best Matched Site is Self-Sponsored's Philadelphia NFT group.**

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Table A12-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN EDC MODEL

	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Years in School												
Mean	13.5	6.3	5.0	2.5	8.8	5.0	5.0		8.0	7.0	77.6	
Standard Deviation	14.9	6.1	3.8	.6	6.3	3.8	0		6.6			
Number	6	30	8	4	9	8	33		22			
Years in Model												
Mean	2.4			2.5			2.7			2.9		
Standard Deviation	1.7			.6			1.2					
Number	5											
Age in Years												
Mean	42.3	35.4	34.2	30.2	43.0	34.2	35.7		36.4	35.7	39.2	
Standard Deviation	15.9	10.9	9.8	8.5	13.8	9.8	7.4		9.5			
Number	6	30	8	4	9	8	3		21			
Teacher Ethnicity												
Percent White	33	55	75	75	44	75	0	75	14	36	58	
Percent Black	67	41	25	0	56	25	100	25	77	56	41	
Percent Spanish Surname	0	3	0	0	0	0	0	0	0	0	1	
Percent Other	0	0	0	25	0	0	0	0	9	8	0	
Number	6	29	8	4	9	8	3	4	22			
Teacher Certification												
Percent None	0	0	0	0	0	0	0	0	0	0	0	
Percent Temporary	17	17	25	0	0	25	0	0	0	6	6	
Percent Renewable/Permanent	67	79	62	100	100	62	67	100	100	78	93	
Percent Other	17	3	12	0	0	12	33	0	0	17	1	
Number	6	29	9	4	9	8	3	4	22			
BEST MATCH SITE	Buffalo, NY			Buffalo, NY			Wilmington, DE					

Table A12-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN EDC MODEL

	PHILADELPHIA, PA			SCRANTON, PA			WASHINGTON, DC			PATERSON, NJ			SPONSOR'S SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Years in School														
Mean	3.9	7.7	5.5	4.0	4.5	10.3	3.0	2.0	14.6	4.7	11.6	7.5	3.9	6.4
Standard Deviation	4.0	6.2	3.3	3.2	2.4	7.8	1.4	0	12.7	5.5	8.1	3.9	3.5	4.2
Number	9	6	11	5	4	7	2	1	5	3	9	6		
Years in Model														
Mean	2.1			2.C			3.0			1.8			2.2	
Standard Deviation	1.4			1.4			1.4			1.0			1.3	
Number	8			5			2			4				
Age in Years														
Mean	29.1	34.8	37.5	34.4	27.0	42.4	30.0	26.0	44.0	30.5	43.9	33.2	31	32.9
Standard Deviation	7.9	9.0	12.4	7.1	2.9	12.9	4.2	0	15.0	8.2	14.8	8.1	6.8	6.7
Number	9	6	11	5	4	7	2	1	7	4	8	6		
Teacher Ethnicity														
Percent White	67	50	46	100	100	100	0	0	71	25	56	100	48	52
Percent Black	33	50	54	0	0	0	100	100	29	75	44	0	52	48
Percent Spanish Surname	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number	9	6	11	5	4	7	2	1	7	4	9	6		
Teacher Certification														
Percent None	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent Temporary	12	20	18	40	50	29	0	0	17	0	0	0	13	18
Percent Renewable/Permanent	88	80	82	60	50	71	100	0	83	100	100	100	87	58
Percent Other	0	0	0	0	0	0	0	100	0	0	0	0	0	25
Number	8	5	11	5	4	7	2	1	6	4	9	6		
BEST MATCH SITE	Philadelphia, PA*			Lock Haven, PA			Louisville, KY			Buffalo, NY				

*Philadelphia's Best Matched Site is Self-Sponsored's Philadelphia NFT group.

Table A12-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974)
FOR COHORT II SITES IN EDC MODEL

	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	46.9	55.1	46.1	42.1	49.2	46.1	40.5	48.5	52.6	43.2	50.9	
Number	6	30	8	3	9	8	2	4	22			
Local Mean Difference		→ 8.2			→ 7.1			→ 8.0			→ 7.7	
Best Match Mean Difference						→ 4.0			→ 12.1			→
Flexible Classroom	53.4	44.0	46.1	60.6	45.8	46.1	62.4	46.8	48.7	58.8	45.5	
Number	6	30	8	3	8	8	2	4	20			
Local Mean Difference	9.4 ←			14.8 ←			15.6 ←			13.3 ←		
Best Match Mean Difference	7.3 ←			14.5 ←			13.7 ←			11.8 ←		
Individualization	48.8	44.4	51.5	67.4	43.6	51.5	64.3	44,9	50.5	60.2	44.3	
Number	6	30	8	3	9	8	3	4	20			
Local Mean Difference	4.4 ←			23.8 ←			17.5 ←			15.9 ←		
Best Match Mean Difference			→ 2.7	5.9 ←			13.8 ←			9.0 ←		
Academic (vs. Emotional) Emphasis	44.8	55.1	54.2	50.4	46.3	54.2	46.6	53.6	48.8	47.3	51.7	
Number	6	30		3	8	7	2	4	21			
Local Mean Difference		→ 10.3		4.1 ←				→ 7.0			→ 4.4	
Best Match Mean Difference			→ 9.4			→ 3.8						→
Satisfaction with Sponsor	52.4			56.4			60.0			56.3		
Number	5			3			3					
Local Mean Difference												
Best Match Mean Difference												
BEST MATCH SITE	Buffalo, NY			Buffalo, NY			Wilmington, DE					

Table A12-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN EDC MODEL

	PHILADELPHIA, PA			PATERSON, NJ			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match
School Helped Child	46.0	45.6	46.8	50.2	48.0	46.8	48.1	46.8	
Number	31	69	24	29	25	24	60	94	
Local Mean Difference									
Best Match Mean Difference				3.4 ←					
School Helped Parent Understand	48.6	47.5	48.4	51.6	46.3	48.4	50.1	46.9	
Number	32	71	24	29	26	24	61	97	
Local Mean Difference				5.3 ←			3.2 ←		
Best Match Mean Difference				3.2 ←					
Child's Progress in School	43.8	47.7	47.3	48.1	50.5	47.3	45.9	49.1	
Number	32	72	24	29	26	24	61	98	
Local Mean Difference		→ 3.9						→ 3.2	
Best Match Mean Difference			→ 3.5						
PAC Involvement	43.8	41.6	44.4	49.9	43.4	44.4	46.8	42.5	
Number	22	26	8	22	2	8	44	28	
Local Mean Difference				6.5 ←			4.3 ←		
Best Match Mean Difference				5.5 ←					
Child's Emotional Adjustment	44.5	47.7	46.1	51.9	48.5	46.1	48.2	48.1	
Number	32	72	24	28	26	24	60	98	
Local Mean Difference				3.4 ←					
Best Match Mean Difference				5.8 ←					
Parent Visits to School	48.2	48.2	49.7	52.8	47.6	49.7	50.5	47.9	
Number	29	61	22	28	23	22	57	84	
Local Mean Difference				5.2 ←			2.6 ←		
Best Match Mean Difference				3.1 ←					
Parent Child Interaction	44.9	49.1	51.2	52.3	50.2	51.2	48.6	49.6	
Number	26	60	14	19	9	14	45	69	
Local Mean Difference		→ 4.2							
Best Match Mean Difference			→ 6.3						
Parent Locus	54.5	49.0	48.2	46.7	50.5	48.2	50.6	49.7	
Number	32	71	24	29	22	24	61	93	
Local Mean Difference	5.5 ←				→ 3.8				
Best Match Mean Difference	6.3 ←								
BEST MATCH SITE	Buffalo, NY			Buffalo, NY					

Table A12-5 (Continued)

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN EDC MODEL

	PHILADELPHIA, PA			PATERSON, NJ			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match
School's Receptivity	47.2	48.0	48.8	48.2	47.8	48.8	47.7	47.9	
Number	31	70	24	29	24	24	60	94	
Local Mean Difference									
Best Match Mean Difference									
Talks with Teacher	55.3	50.3	51.4	52.9	45.2	51.4	54.1	47.7	
Number	29	61	22	28	23	22	57	84	
Local Mean Difference	5.0 ←			7.7 ←			6.4 ←		
Best Match Mean Difference	3.9 ←						2.7 ←		
School Helped Parent Personally	46.7	47.9	48.8	49.9	45.1	48.8	48.3	46.5	
Number	32	71	24	28	26	24	60	97	
Local Mean Difference				4.8 ←					
Best Match Mean Difference									
Satisfaction with Teacher	41.7	46.6	48.5	51.2	45.9	48.5	46.4	46.2	
Number	32	68	24	29	25	24	61	93	
Local Mean Difference		→ 4.9		5.3 ←					
Best Match Mean Difference			→ 6.8	2.7 ←					
BEST MATCH SITE	Buffalo, NY			Buffalo, NY					

Figure A12-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN EDC MODEL HIGHLIGHTED

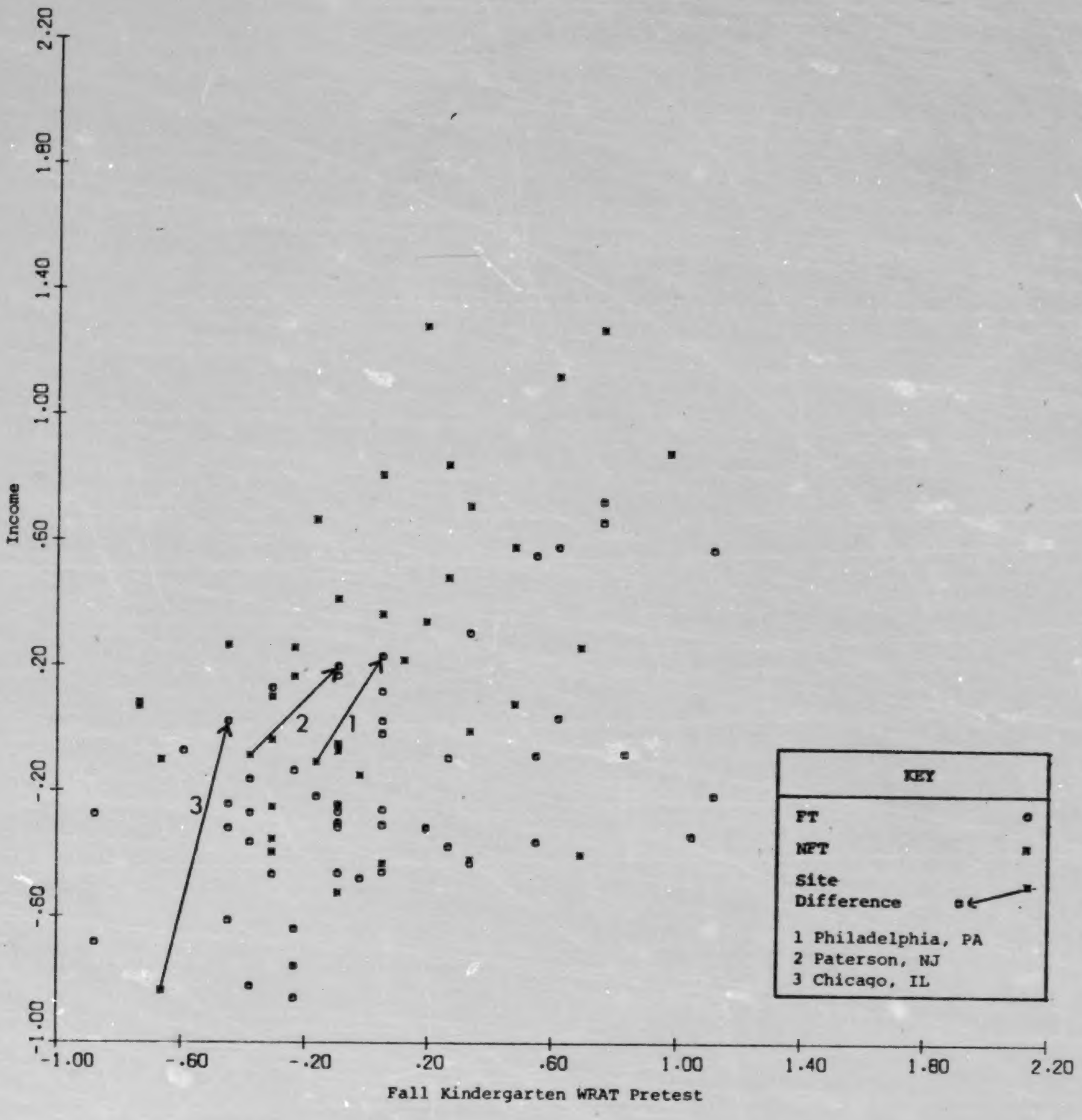

Figure A12-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN EDC MODEL HIGHLIGHTED

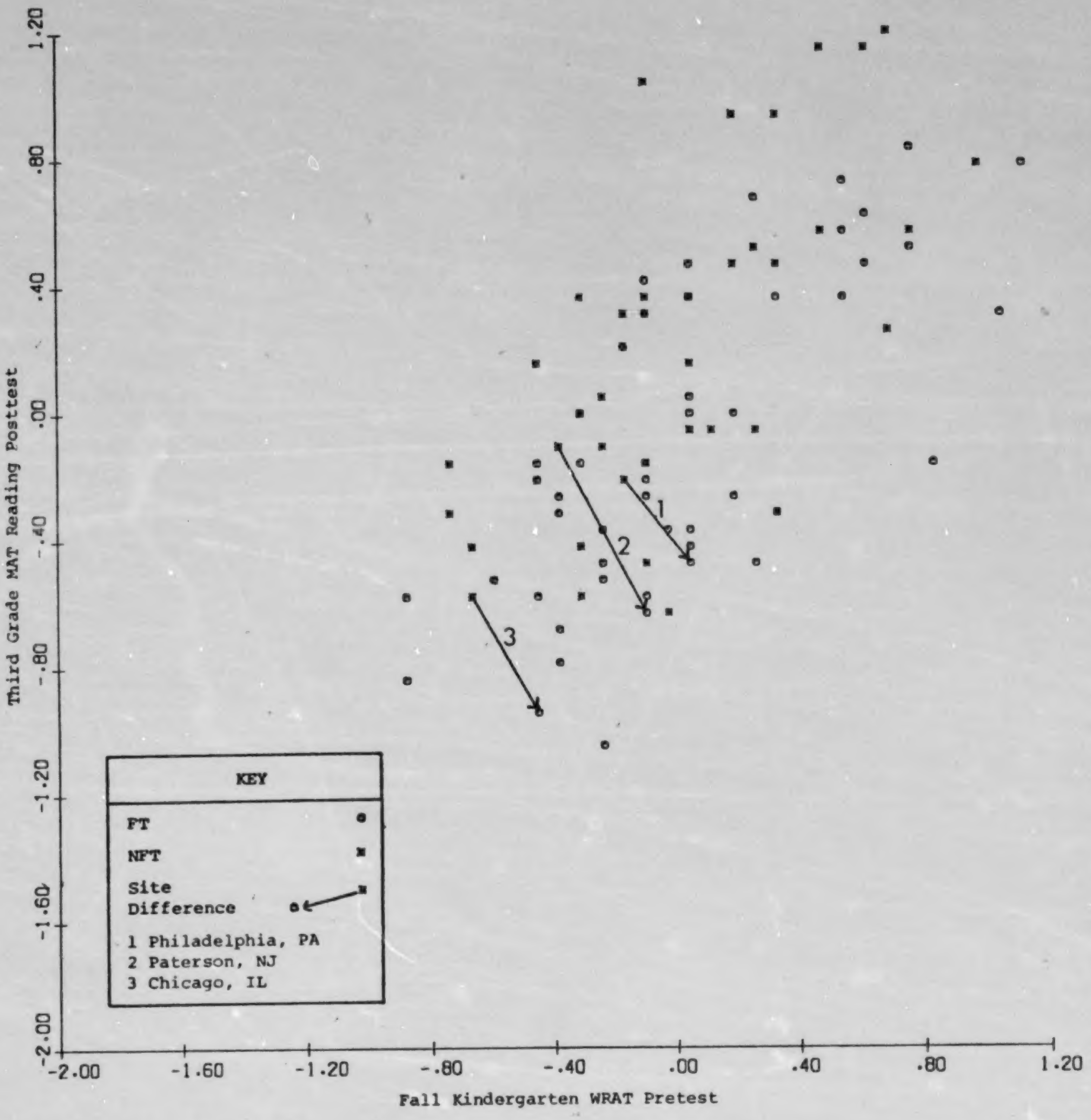

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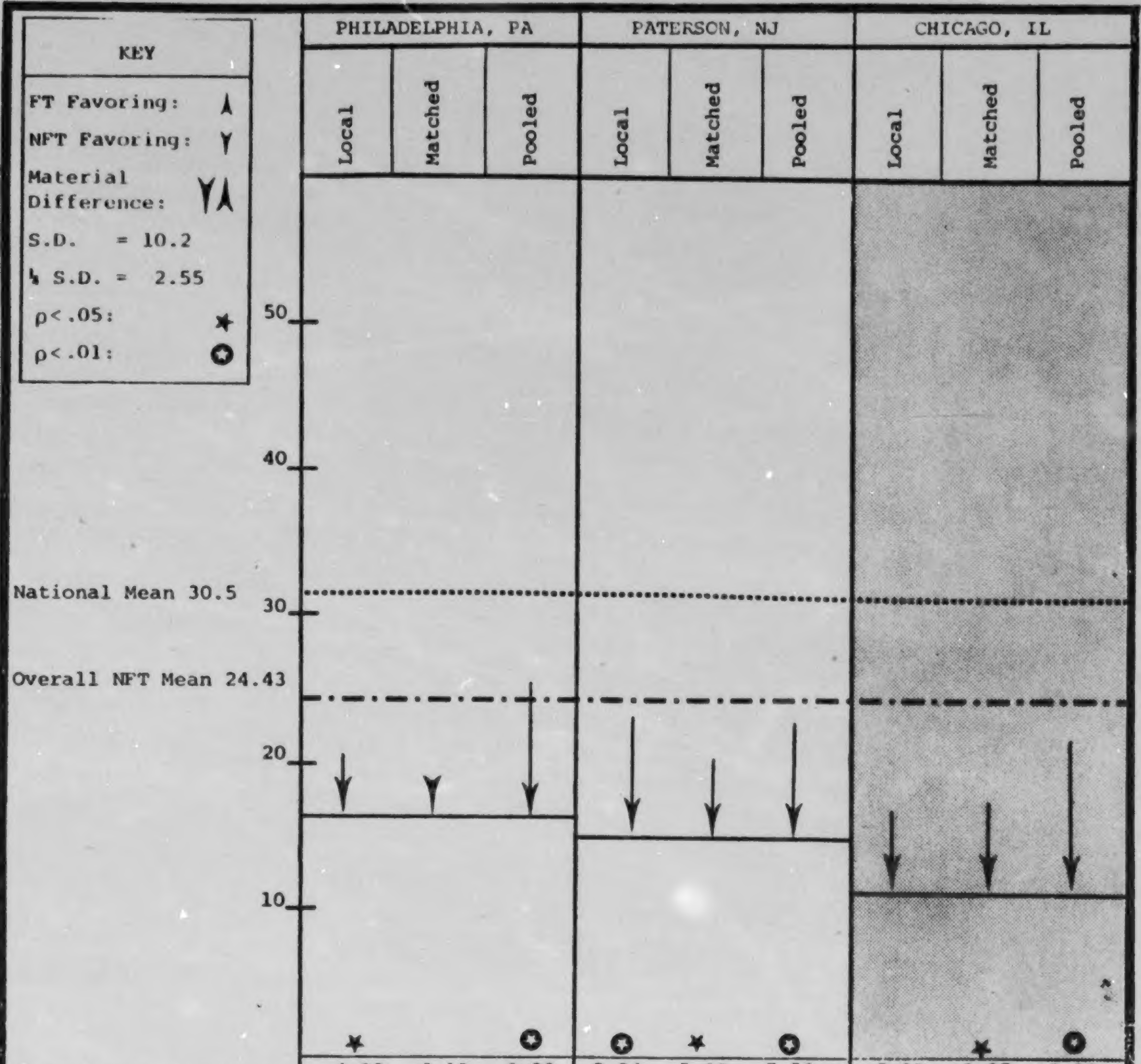
Table A12-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	PATERSON, NJ Local	PATERSON, NJ Matched	PATERSON, NJ Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled
Magnitude of Effect	-4.08	-3.19	-9.82	-8.24	-5.39	-7.56	-5.39	-6.37	-9.90
Standard Error	1.72	2.00	.82	1.06	2.20	1.19	4.21	2.49	2.05
FT Mean	16.27			15.10			11.43		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		

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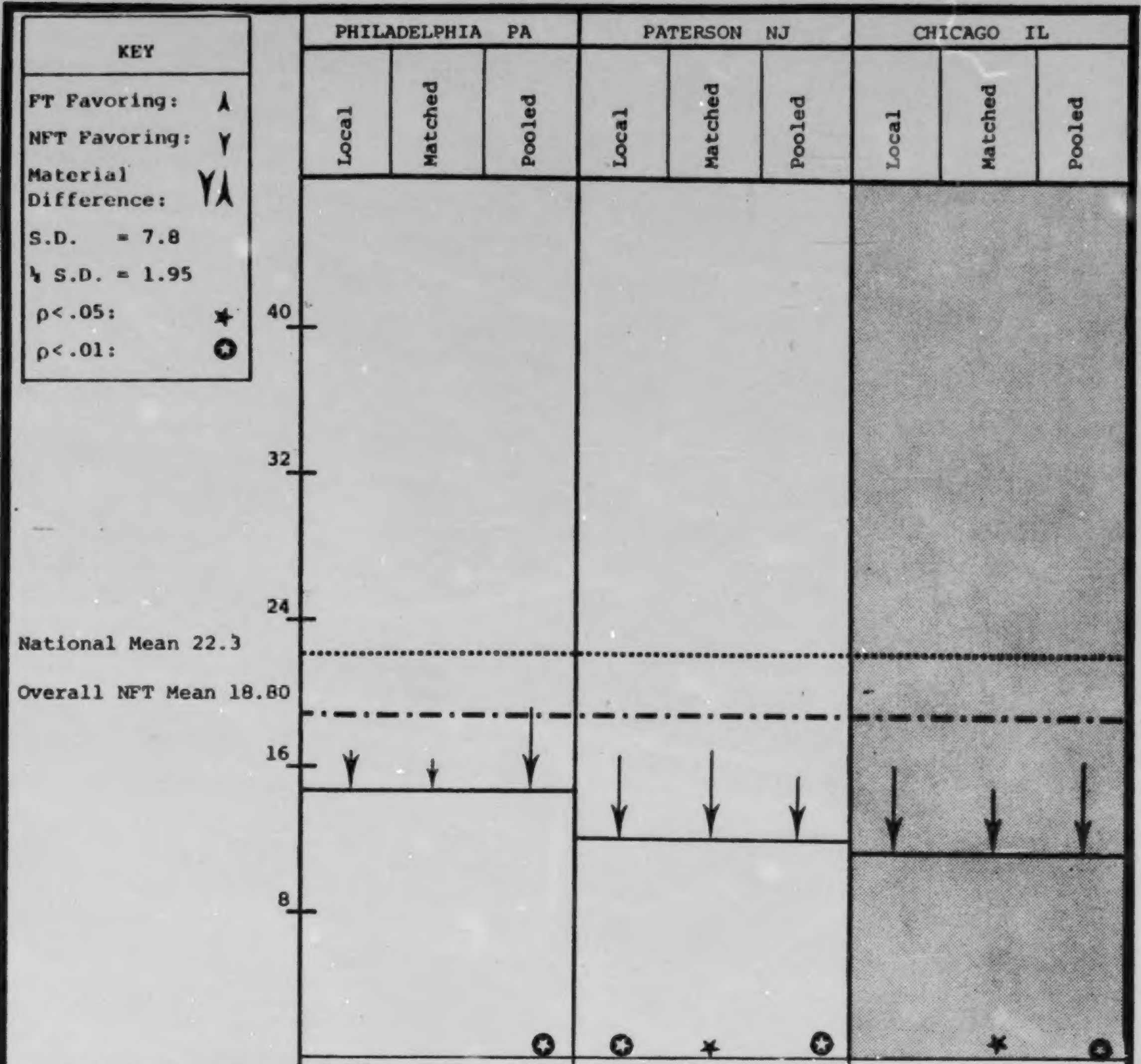
Table A12-7

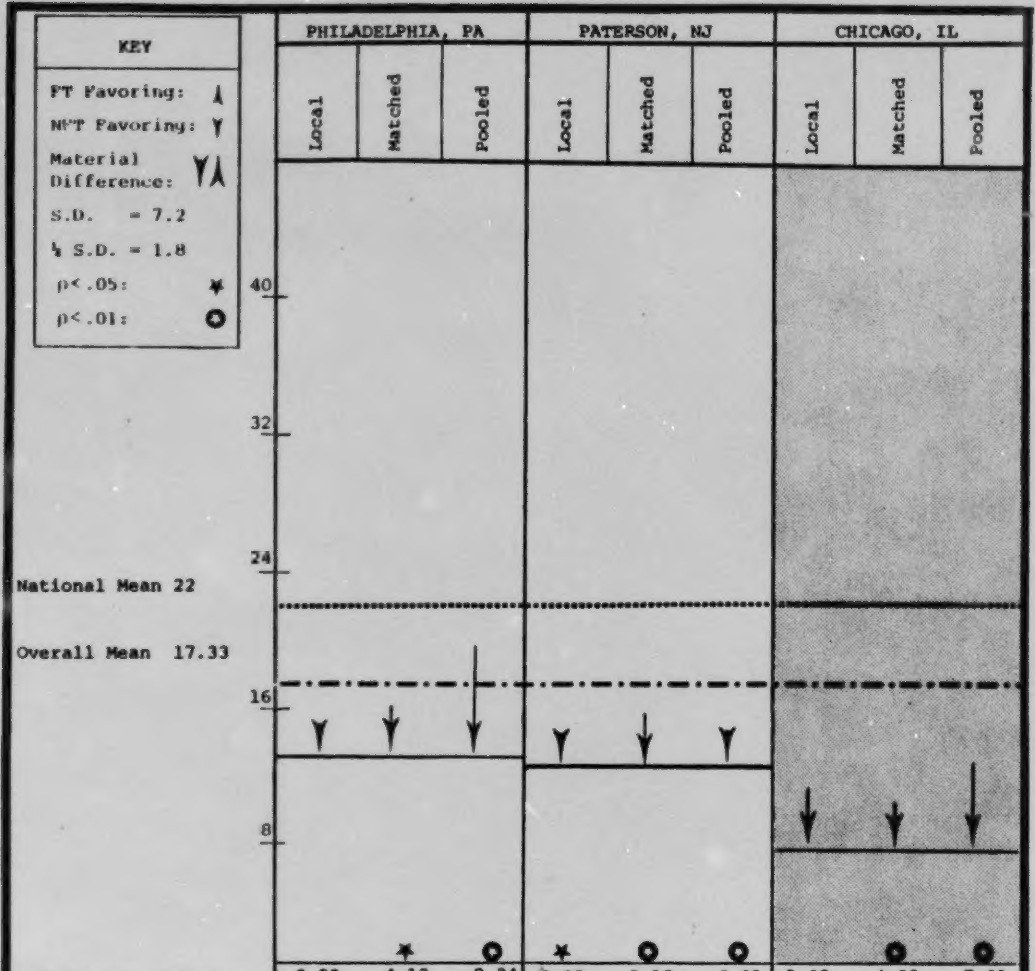
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA PA			PATERSON NJ			CHICAGO IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-2.17	-1.75	-4.53	-4.53	-5.05	-3.58	-4.89	-3.55	-5.04
Standard Error	1.21	1.46	.63	.75	1.84	1.12	2.96	1.45	1.16
FT Mean	14.66			12.33			10.79		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		
							PS	PS	PS FKW

Table A12-8

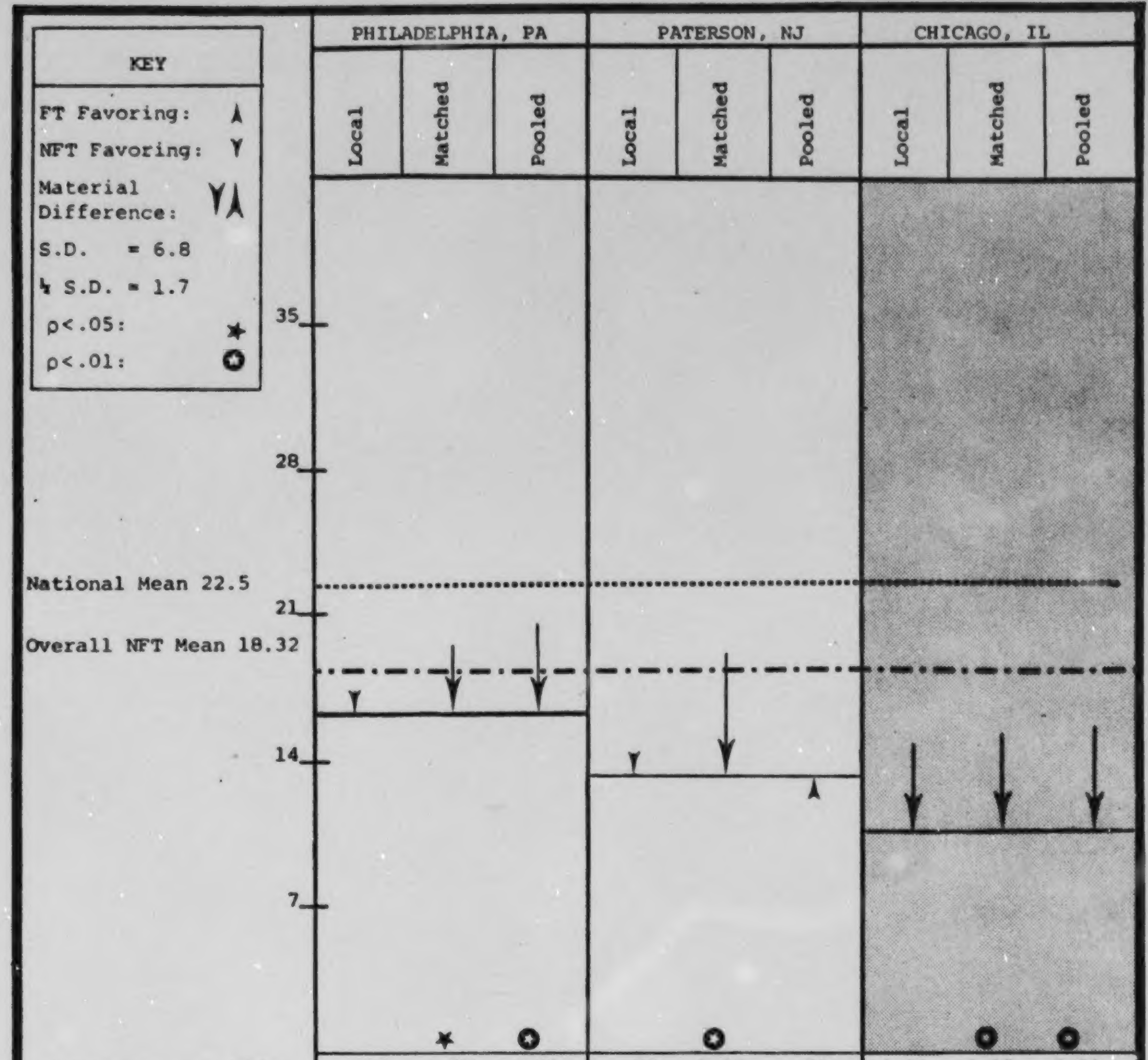
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
		✱	○	✱	○	○		○	○
Magnitude of Effect	-2.23	-4.13	-9.34	-2.08	-5.18	-2.91	-5.38	-4.63	-7.91
Standard Error	1.28	1.52	.63	.80	1.61	.86	3.14	1.61	.92
FT Mean	13.53			12.55			7.86		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		
							PS	PS	PS FKW

Table A12-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN EDC MODEL



	Philadelphia, PA Local	Philadelphia, PA Matched	Philadelphia, PA Pooled	Paterson, NJ Local	Paterson, NJ Matched	Paterson, NJ Pooled	Chicago, IL Local	Chicago, IL Matched	Chicago, IL Pooled
Magnitude of Effect	-.30	-3.27	-4.41	-.96	-6.48	.60	-4.02	-4.25	-4.84
Standard Error	1.17	1.45	.58	.74	1.59	.82	2.86	1.51	1.36
FT Mean	16.14			13.71			10.86		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		

PS PS PS
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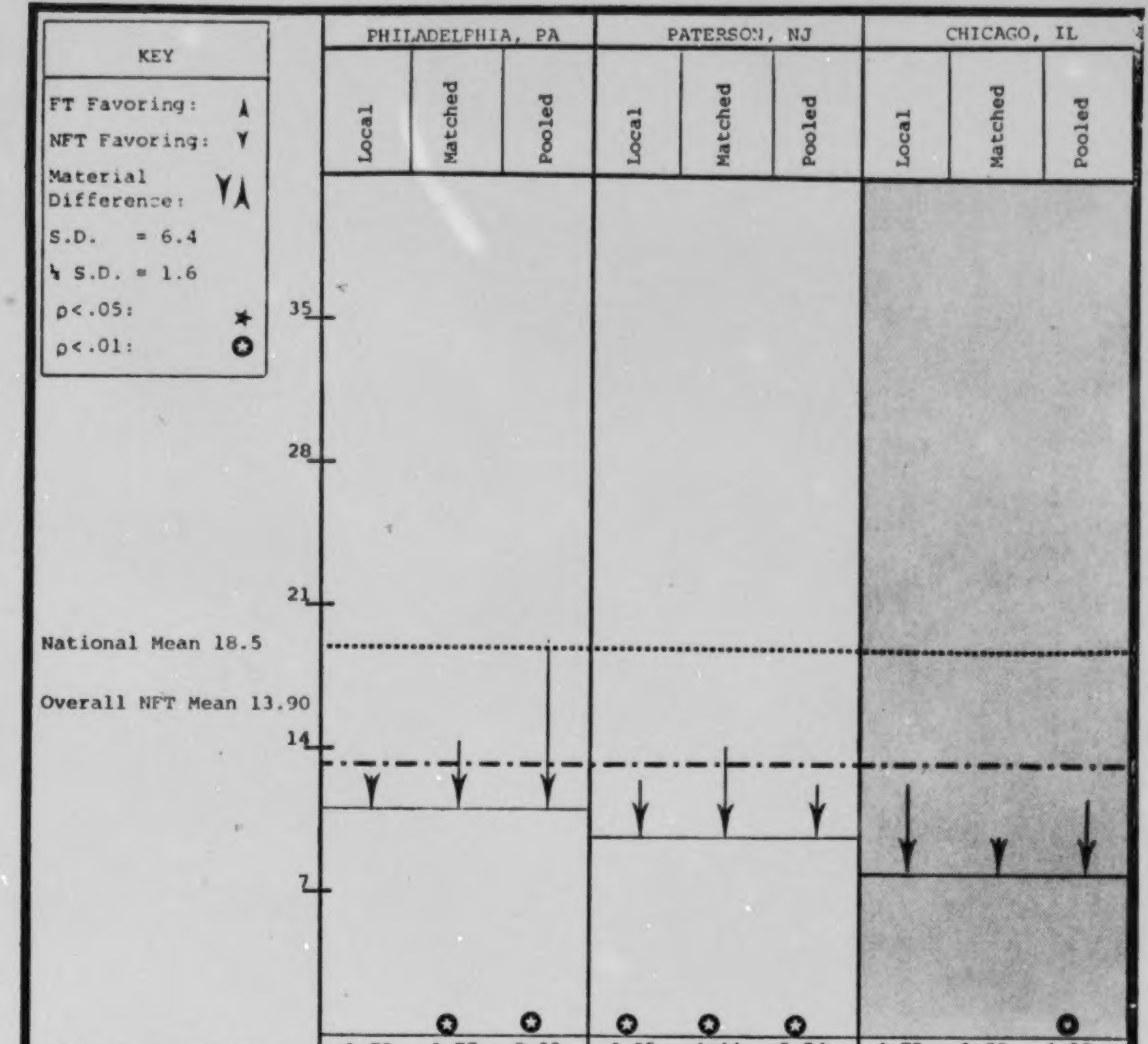
Table A12-10

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	PATERSON, NJ Local	PATERSON, NJ Matched	PATERSON, NJ Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled
		✪	✪	✪	✪	✪			✪
Magnitude of Effect	-1.70	-3.77	-8.22	-3.05	-4.44	-2.84	-4.79	-1.80	-4.08
Standard Error	1.09	1.28	.53	.68	1.39	.78	2.65	1.35	.66
FT Mean	10.87			9.79			7.93		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		

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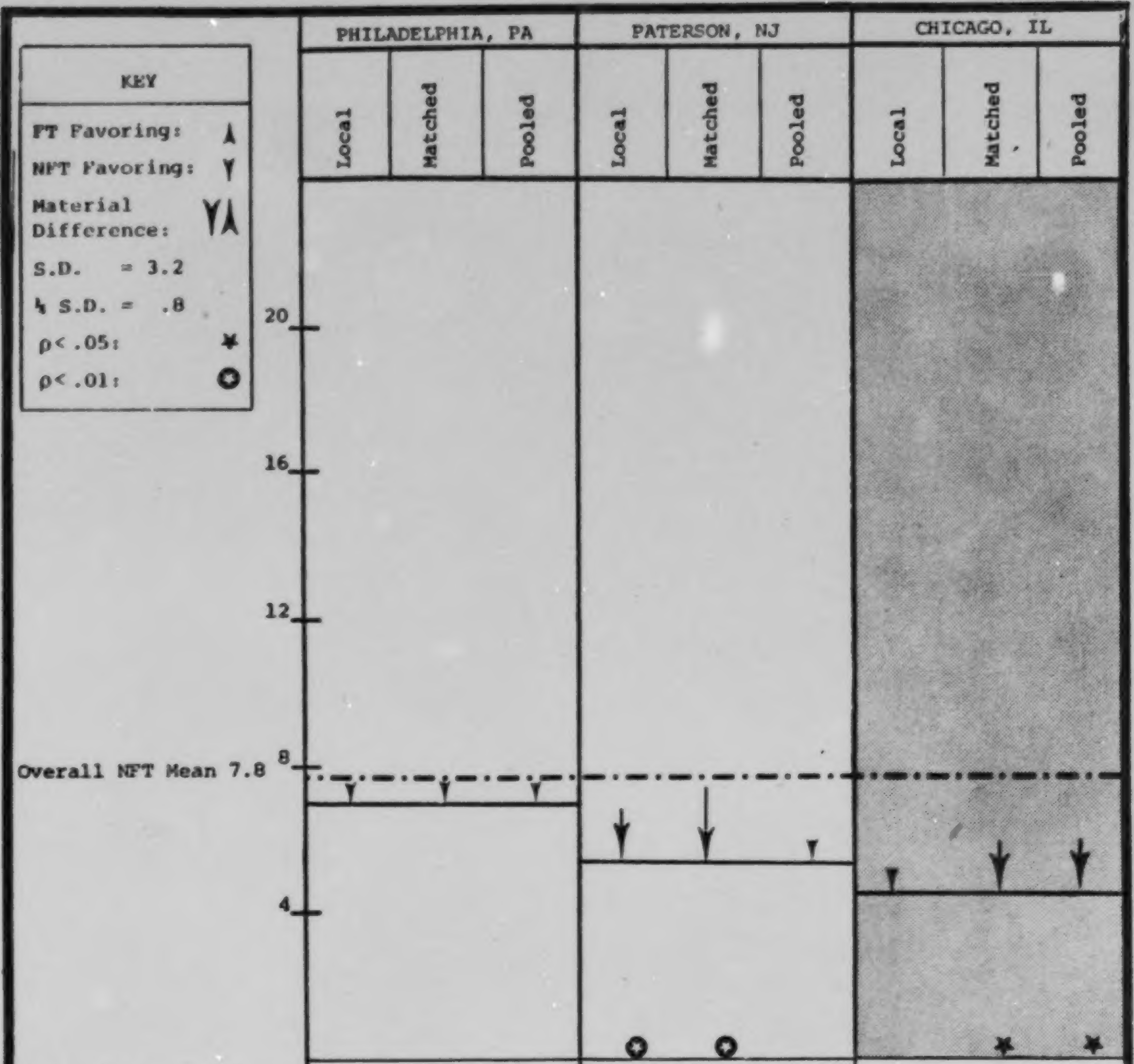
Table A12-11

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.29	-.62	-.60	-1.41	-2.71	-.49	-.55	-1.63	-1.59
Standard Error	.61	.76	.31	.37	.87	.45	1.48	.80	.64
FT Mean	7.01			5.48			4.64		
No. of FT Children	112			42			14		
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		

PS PS PS
FKW

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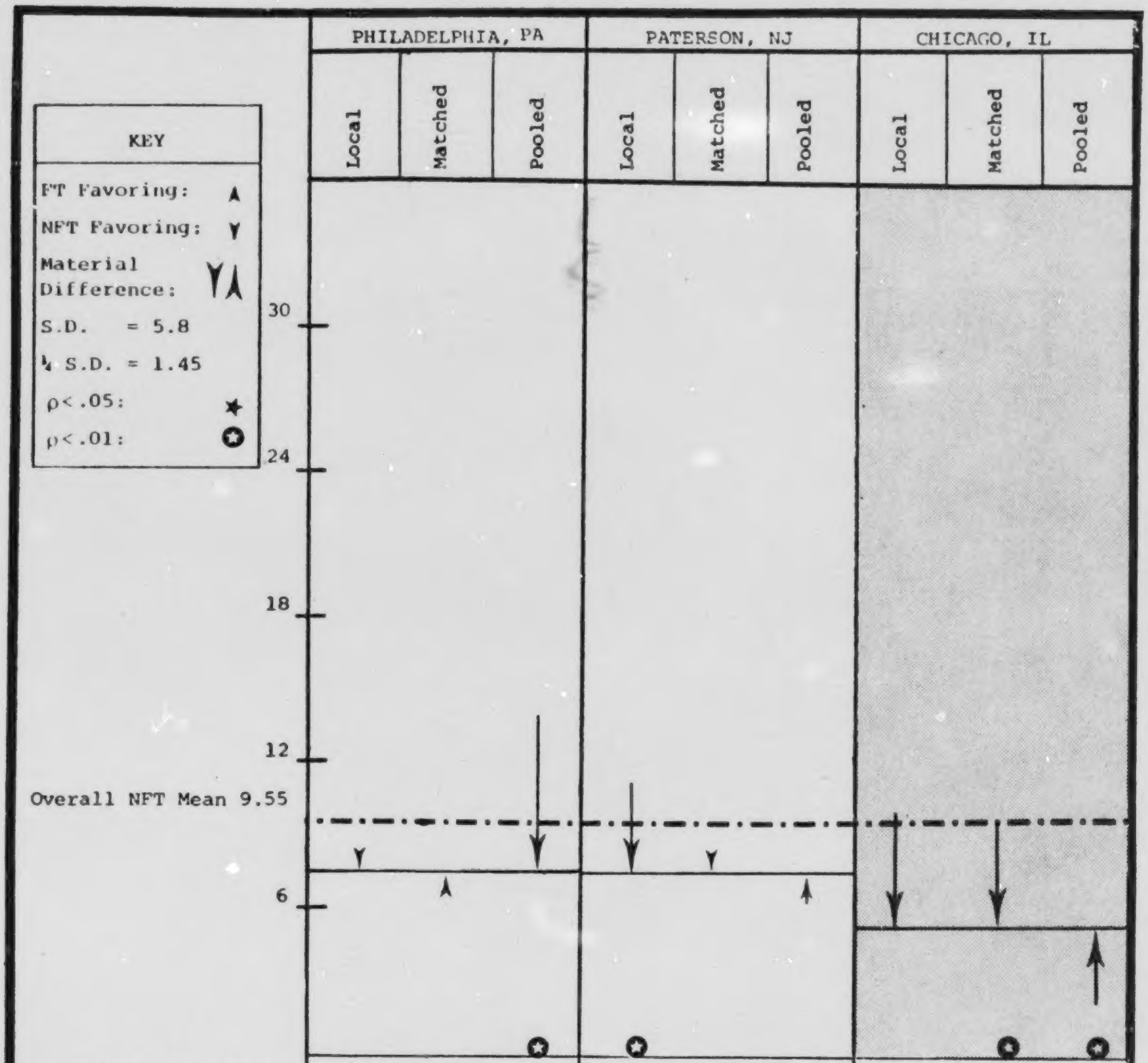
Table A12-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN EDC MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	PATERSON, NJ Local	PATERSON, NJ Matched	PATERSON, NJ Pooled	CHICAGO, IL Local	CHICAGO, IL Matched	CHICAGO, IL Pooled
Magnitude of Effect	-.88	.03	-6.14	-3.54	-.69	1.01	-4.56	-4.27	2.97
Standard Error	.99	1.10	.45	.62	1.27	.65	2.44	1.46	.79
FT Mean		7.54			7.50			5.07	
No. of FT Children		112			42			14	
Matched NFT Site	Buffalo, NY			Buffalo, NY			Wilmington, DE		

PS PS PS
FKW

Table A12-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR EDC MODEL

		PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL		
		FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION	*Number*	273	1123	1396	112	109	221	33	105	138
CHILDREN RETAINED	*Percent*	41.0	11.0	16.9	37.5	33.0	35.3	42.4	18.1	23.9
	Number	112	124	236	42	36	78	14	19	33
No WRAT	*Percent*	33	5	18	5	3	4	0	11	6
	Number	37	6	43	2	1	3	0	2	2
No Income	*Percent*	46	65	56	38	11	26	0	11	6
	Number	52	81	133	16	4	20	0	2	2
WRAT Score	*Mean*	30	27	28	27	24	26	23	20	21
	Standard Deviation	13	14	13	14	12	13	9	10	10
	Number	75	118	193	40	35	75	14	17	31
Income	*Mean*	6083	5000	5631	5884	5187	5500	5500	3059	4161
	Standard Deviation	2740	2265	2597	3086	2392	2722	2617	1345	2336
	Number	60	43	103	26	32	58	14	17	31
CHILDREN NOT RETAINED	*Percent*	59.0	89.0	83.1	62.5	67.0	64.7	57.6	81.9	76.1
	Number	161	999	1160	70	73	143	19	86	105
No WRAT	*Percent*	54	15	21	17	16	17	16	40	35
	Number	87	154	241	12	12	24	3	34	37
No Income	*Percent*	73	78	77	39	38	38	26	51	47
	Number	118	778	896	27	28	55	5	44	49
WRAT Score	*Mean*	32	23	23	23	20	21	27	25	25
	Standard Deviation	15	13	13	13	11	12	13	12	13
	Number	74	845	919	58	61	119	16	52	68
Income	*Mean*	6186	4674	4920	5721	4989	5347	4964	5381	5277
	Standard Deviation	2927	2334	2498	2786	2568	2687	1936	2707	2526
	Number	43	221	264	43	45	88	14	42	56

Table A12-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE EDC MODEL

	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL			SPONSOR'S SITES		
	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match	FT	NFT Local	NFT Match
Fall Kindergarten WRAT												
Mean	30.3	26.8	27.6	27.5	24.2	27.6	22.7	19.8	25.2	26.8	23.6	
Standard Deviation	12.9	13.8	12.3	13.9	11.9	12.3	9.4	9.9	12.7			
Highest Occupation in Household *Mean*	13.9	14.0	13.3	14.9	13.4	13.3	13.5	13.1	13.1	14.1	13.5	
Standard Deviation	2.0	2.0	1.6	2.5	1.4	1.6	1.6	1.2	1.7			
Family Income in Dollars												
Mean	6083	5000	6396	5884	5187	6396	5500	3059	5343	5822	4415	
Standard Deviation	2740	2265	2878	3086	2392	2878	2617	1345	3045			
Missing Income Information *No. Missing*	52	81	3	16	4	3	0	2	40	23	29	
Valid Cases	60	43	24	26	32	24	14	17	67	33	31	
Ethnic Membership/Race												
Percent White	1	1	0	0	3	0	0	0	4	0	1	
Percent Black	99	83	100	100	81	100	100	100	92	100	88	
Sex (Percent Male)	59	55	59	55	36	59	79	53	50	64	48	
Entry Age in Months												
Mean	53.9	54.1	55.3	54.7	55.6	55.3	53.9	55.9	54.5	54.2	55.2	
Standard Deviation	3.2	3.1	4.3	3.7	4.3	4.3	3.0	3.4	3.3			
Percent with English as First Language	100	89	100	100	82	100	100	100	100	100	90	
MATCHED SITE	Buffalo, NY			Buffalo, NY			Wilmington, DE					

Table A12-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE EDC MODEL

	PHILADELPHIA, PA			PATERSON, NJ			CHICAGO, IL			SPONSOR'S SITES			ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading														
Mean	30.93	36.50	36.89	27.43	38.03	36.89	22.21	29.42	31.81	26.86		35.20	38.36	43.58
Standard Deviation	16.24	17.37	12.78	14.05	15.25	12.78	9.73	10.03	14.54					
Total Mathematics														
Mean	40.54	43.40	53.11	36.05	39.42	53.11	26.64	38.42	38.09	34.41		48.10	45.83	49.36
Standard Deviation	17.77	21.68	18.01	15.93	15.11	18.01	7.86	12.47	13.25					
Language														
Mean	14.54	14.96	15.44	12.98	14.00	15.44	9.71	13.21	14.75	12.41		15.21	16.24	17.53
Standard Deviation	7.84	9.13	6.79	6.12	8.43	6.79	3.60	3.63	7.49					
Spelling														
Mean	9.52	17.55	11.48	7.14	17.47	11.48	5.64	7.42	12.68	7.43		11.88	15.73	18.92
Standard Deviation	11.53	13.17	11.16	9.60	10.72	11.16	8.53	10.26	12.91					
Raven's Progressive Matrices														
Mean	18.35	17.50	19.00	16.17	18.00	19.00	17.79	15.00	16.08	17.44		18.03	18.26	19.06
Standard Deviation	4.50	4.57	4.35	5.22	5.32	4.35	4.39	4.88	4.64					
Coopersmith's Self-Esteem														
Mean	35.02	35.33	34.56	33.12	36.11	34.56	30.57	29.74	35.51	32.84		34.88	35.25	36.53
Standard Deviation	8.04	7.63	7.02	7.36	8.86	7.02	7.66	9.68	8.66					
IARS - Locus Negative														
Mean	8.70	9.85	10.19	8.29	10.11	10.19	7.43	8.68	9.46	8.14		9.95	9.69	9.69
Standard Deviation	3.58	3.27	2.42	2.90	2.53	2.42	2.21	2.50	2.98					
IARS - Locus Positive														
Mean	13.74	14.72	15.52	14.19	15.08	15.52	13.29	13.47	14.51	13.74		15.18	15.13	15.68
Standard Deviation	4.64	3.33	3.07	3.14	2.91	3.07	3.43	4.44	3.43					
Word Knowledge														
Mean	16.27	20.56	19.67	15.10	21.94	19.67	11.43	14.95	17.58	14.27		18.97	21.42	24.66
Standard Deviation	9.96	11.26	8.88	8.26	10.03	8.88	8.03	5.79	9.76					
Reading														
Mean	14.66	15.94	17.22	12.33	16.08	17.22	10.79	14.47	14.23	12.59		16.22	16.94	18.92
Standard Deviation	7.09	7.06	5.01	7.70	6.12	5.01	4.10	4.86	5.71					
Mathematics Computations														
Mean	16.14	15.98	20.44	13.71	13.83	20.44	10.86	14.00	15.36	13.57		18.[illegible]	17.7	18.02
Standard Deviation	6.58	7.63	7.39	5.77	5.63	7.39	4.88	6.38	5.66					
Mathematics Concepts														
Mean	13.53	15.40	18.19	12.55	13.83	18.19	7.86	12.21	12.70	11.31		16.[illegible]	15.49	17.38
Standard Deviation	7.44	8.46	6.91	6.33	6.57	6.91	2.74	4.64	5.97					
Mathematics Problem Solving														
Mean	10.87	12.02	14.48	9.79	12.25	14.48	7.93	12.21	10.04	9.53		13.00	12.63	13.96
Standard Deviation	6.02	7.27	5.47	5.39	5.09	5.47	2.67	4.05	4.60					
Language Part A														
Mean	7.01	7.07	7.70	5.48	6.61	7.70	4.64	4.79	6.53	5.71		7.31	7.37	7.83
Standard Deviation	3.56	3.59	3.40	3.14	3.02	3.40	2.37	3.03	3.00					
Language Part B														
Mean	7.54	7.89	7.74	7.50	7.39	7.74	5.07	8.42	8.22	6.70		7.90	8.87	9.7
Standard Deviation	5.33	6.81	4.75	4.30	6.63	4.75	2.79	2.17	5.54					
BEST MATCH SITE	Buffalo, NY			Buffalo, NY			Wilmington, DE							

Table A12-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE EDC MODEL

	PHILADELPHIA, PA		PATERSON, NJ		CHICAGO, IL	
	FT	NFT	FT	NFT	FT	NFT
American Indian						
Percent						
Number						
Black						
Percent	99	83	100	81	100	100
Number	111	103	42	29	14	19
Oriental						
Percent		2				
Number		2				
Mexican American						
Percent						
Number						
Puerto Rican						
Percent		14		17		
Number		17		6		
Other Spanish Surname *Percent*						
Number						
White						
Percent	1	1		3		
Number	1	1		1		
Other						
Percent		1				
Number		1				

Table A12-17

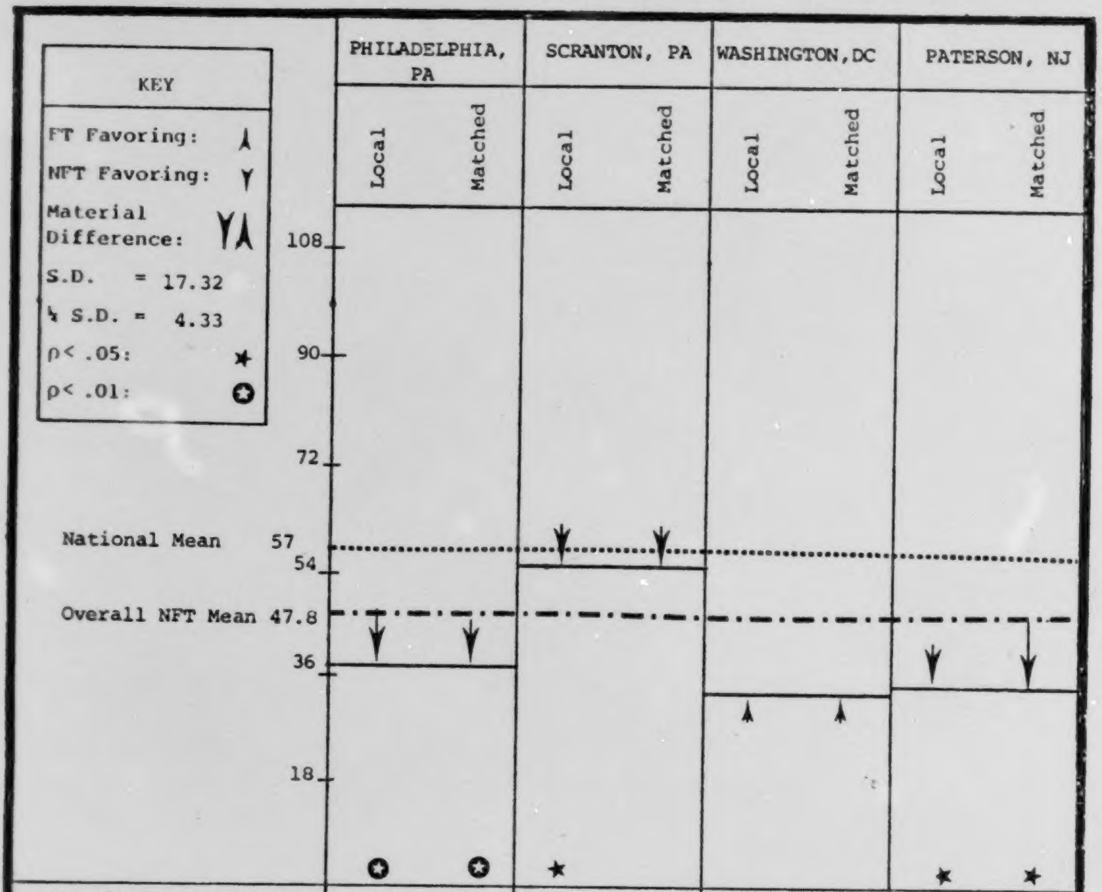
DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN EDC MODEL

	PHILADELPHIA, PA			SCRANTON, PA			WASHINGTON, DC			PATERSON, NJ			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Children in Analytic Sample															
Number	171	98	131	68	34	54	22	24	64	55	37	32	79	48	
Fall Kindergarten WRAT															
Mean Score	27.5	30.9	28.2	33.8	42.2	32.7	20.0	26.5	16.2	23.5	24	25.7	26.2	30.9	
Percent with Preschool	71	86	60	61	29	18	100	100	73	96	49	94	84	64	
Number Responding	150	21	55	51	34	54	20	24	44	52	37	31			
Children's Ethnicity															
Percent Black	95	99	99	0	0	0	100	96	98	100	89	97	74	71	
Percent White	5	1	0	100	100	100	0	4	2	0	0	0	26	26	
Percent Other	0	0	1	0	0	0	0	0	0	0	11	3	0	3	
Family Income in Median Dollars	5731	7450	5700	6900	8000	8066	4300	4800	4200	4350	5050	3767	5830	6325	
Number Responding	131	19	42	40	33	53	18	24	35	49	37	30			
Mother's Education															
Percent High School Graduates	43	59	46	68	74	85	25	48	34	33	23	47	42	51	
Number Responding	136	17	43	11	34	53	16	23	35	48	35	30			
Female Heads of Household															
Percent	40	26	44	12	9	6	53	58	35	45	49	48	38	36	
Teachers															
Number	9	6	11	5	4	7	2	1	7	4	9	6	5	5	
Teacher Education															
Percent B.A. or Less	33	17	27	20	0	86	0	100	50	50	67	33	26	46	
Percent More than B.A.	33	33	54	60	50	0	50	0	17	50	33	50	48	29	
Percent More than M.A.	33	50	18	20	50	14	50	0	33	0	0	17	26	25	
Teaching Experience															
Total Years	6.7	11.3	11.5	7.2	5.2	13.6	5.5	2.0	14.8	6.2	12.6	9.0	6.4	7.8	
BEST MATCH SITE	Philadelphia, PA*			Lock Haven, PA			Louisville, KY			Buffalo, NY					

*Philadelphia's Best Matched Site is Self-Sponsored's Philadelphia NFT group.

Table A12-18

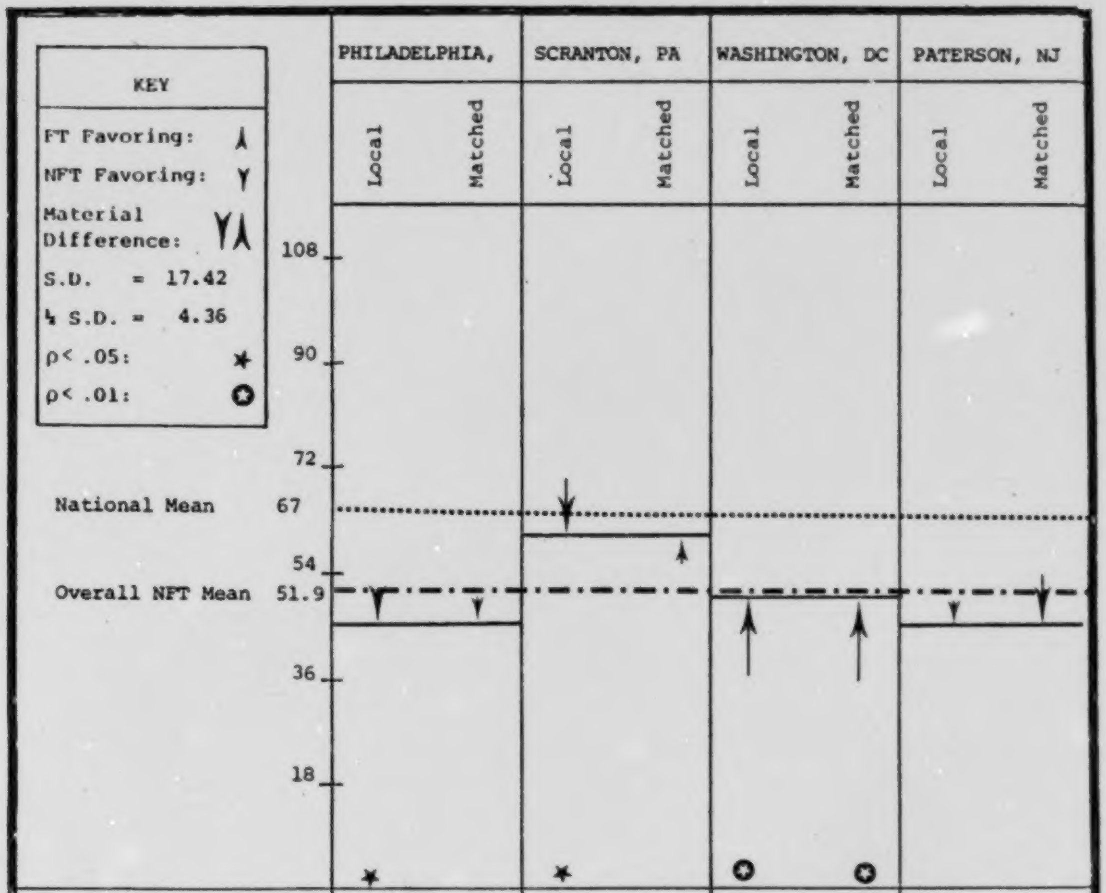
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN EDC MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	SCRANTON, PA Local	SCRANTON, PA Matched	WASHINGTON, DC Local	WASHINGTON, DC Matched	PATERSON, NJ Local	PATERSON, NJ Matched
Magnitude of Effect	-10.17	-7.88	-6.60	-5.52	1.19	.89	-6.74	-9.33
Standard Error	2.41	2.00	2.82	3.02	3.47	2.59	2.96	3.62
FT Mean	37.7		54.5		32.7		34.3	
No. of FT Children	171		68		22		55	
Matched NFT Site	Philadelphia, PA		Lock Haven, PA		Louisville, KY		Buffalo, NY	

Table A12-19

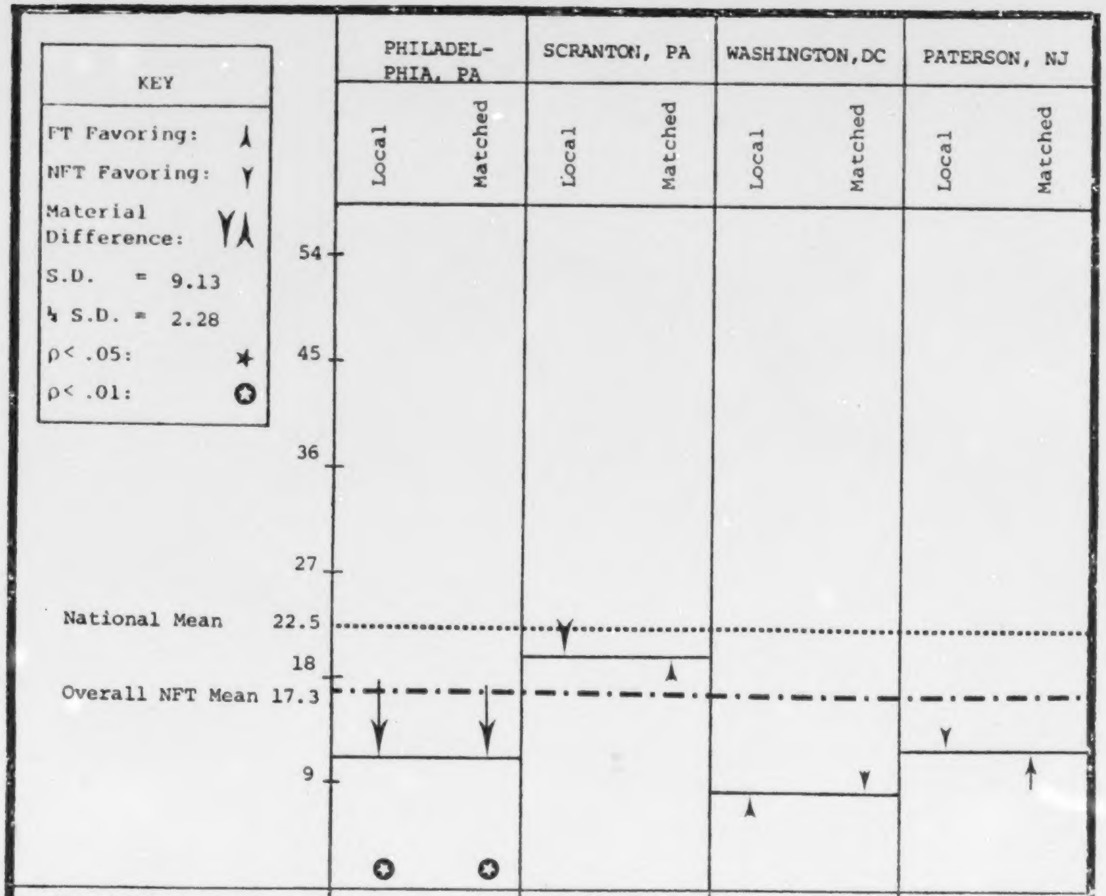
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN EDC MODEL



	PHILADELPHIA, Local	PHILADELPHIA, Matched	SCRANTON, PA Local	SCRANTON, PA Matched	WASHINGTON, DC Local	WASHINGTON, DC Matched	PATERSON, NJ Local	PATERSON, NJ Matched
Magnitude of Effect	-5.61	-2.62	-7.77	1.70	11.35	12.70	-1.61	-5.91
Standard Error	2.57	2.31	3.01	3.24	3.70	2.92	3.16	3.65
FT Mean	45.3		60.5		49.7		44.9	
No. of FT Children	171		68		22		55	
Matched NFT Site	Philadelphia, PA		Lock Haven PA		Louisville, KY		Buffalo, NY	

Table A12-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN EDC MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	SCRANTON, PA Local	SCRANTON, PA Matched	WASHINGTON, DC Local	WASHINGTON, DC Matched	PATERSON, NJ Local	PATERSON, NJ Matched
Magnitude of Effect	-7.41	-6.29	-2.85	.21	.57	-.61	-2.03	2.18
Standard Error	1.25	1.13	1.68	1.61	2.29	1.66	3.54	1.93
FT Mean	11.2		20.5		8.5		11.8	
No. of FT Children	171		68		22		55	
Matched NFT Site	New York, NY		Lock Haven, PA		Louisville, KY		Buffalo, NY	

Table A12-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING)
FOR COHORT III SITES IN EDC MODEL

	MAT Norm Population	Philadelphia, PA		Scranton, PA		Washington, DC		Paterson, NJ	
		FT	NFT	FT	NFT	FT	NFT	FT	NFT
Reading									
Spring Second Grade Median	52.5	43.4	51.5	51.9	58.5	41.5	42.5	44.8	48.1
Percentile of Median	50.0	12.8	46.0	47.6	73.0	10.5	11.5	15.6	28.6
Grade Equivalent	2.65	2.0	2.6	2.6	3.2	1.9	2.0	2.1	2.3
Fall Kindergarten Median	-	19.0	20.6	19.7	26.5	17.0	19.0	17.3	17.3
Mathematics									
Spring Second Grade Median	57.0	48.2	52.2	55.5	61.8	49.5	40.5	48.7	49.7
Percentile of Median	50.0	12.4	24.8	41.0	69.2	15.0	5.5	13.4	15.4
Grade Equivalent	2.7	2.1	2.4	2.6	3.1	2.2	1.7	2.2	2.2
Fall Kindergarten Median	-	11.5	13.2	15.8	19.9	8.0	14.9	9.0	10.7
Spelling									
Spring Second Grade Median	56.5	44.9	57.2	57.2	60.2	41.0	43.5	44.0	48.0
Percentile of Median	50.0	13.8	52.8	64.8	10.0	11.5	12.0	20.0	
Grade Equivalent	2.85	2.0	2.9	2.9	3.1	1.7	1.9	2.0	2.2
Fall Kindergarten Median	-	18.7	19.9	23.5	24.4	17.9	18.2	18.3	34

Table A12-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE EDC MODEL

	PHILADELPHIA, PA			SCRANTON, PA			WASHINGTON, DC			PATERSON, NJ			SPONSOR'S SITES		
	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best[a] Match
Fall Kindergarten WRAT															
Mean	27.5	30.9	28.2	33.8	42.2	32.7	20.0	26.5	16.2	23.5	24.0	25.7	26.2	30.9	
Standard Deviation	12.3	12.9	12.0	12.8	10.3	12.3	7.1	12.5	8.2	12.2	10.0	10.4			
Highest Occupation in Household Mean	13.9	13.2	14.1	15.4	15.3	15.4	13.9	14.0	13.4	13.0	13.4	13.7	14.0	14.0	
Standard Deviation	1.9	1.6	2.1	2.2	2.4	2.2	2.1	1.9	1.5	1.3	1.3	2.2			
Family Income in Dollars															
Mean	6069	6942	5881	6930	7291	7583	4317	4750	4731	4637	5562	4577	5488	6136	
Standard Deviation	2620	2771	2668	2510	2601	2244	1878	2594	2888	2272	2438	2680			
Missing Income Information No. Missing	40	79	89	28	1	1	4	0	29	6	0	2			
Valid Cases	131	19	42	40	33	53	18	24	35	49	37	30			
Ethnic Membership/Race															
Percent White	5	1	0	100	100	100	0	4	2	0	0	0	26	26	
Percent Black	95	99	99	0	0	0	100	96	98	100	89	97	74	71	
Sex (Percent Male)	51	45	45	57	62	30	41	38	55	47	49	56	49	48	
Entry Age in Months															
Mean	62.1	61.3	62.0	63.6	64.5	62.5	63.1	62.3	62.7	64.1	64.4	62.6	63.2	63.1	
Standard Deviation	3.5	4.1	3.6	3.2	3.0	4.2	4.2	4.0	4.0	4.2	5.4	5.2			
Percent with English as First Language	100	100	100	100	100	100	100	100	100	100	95	100	100	98	
BEST MATCH SITE	Philadelphia, PA			Lock Haven, PA			Louisville, KY			Buffalo, NY					

Table A12-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE EDC MODEL

	PHILADELPHIA, PA			SCRANTON, PA			WASHINGTON, D.C.			PATERSON, NJ			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match				
Spelling																
Mean	11.2	18.8	17.5	20.5	25.1	21.0	8.5	8.9	7.1	11.8	14.9	10.7	13.0	16.9	16.4	15.8
Standard Deviation	9.2	10.4	10.0	8.6	4.9	7.3	7.3	8.2	6.4	10.2	9.0	9.0				
Total Reading																
Mean	37.7	51.5	45.8	54.5	66.2	62.2	32.7	35.6	28.9	34.3	42.8	43.5	39.8	49.0	43.2	46.5
Standard Deviation	17.4	20.3	17.9	17.2	15.5	15.6	14.8	14.1	7.9	18.5	16.4	18.3				
Total Mathematics																
Mean	45.3	53.1	47.4	60.5	74.0	59.9	49.7	42.8	35.4	44.9	47.1	52.5	50.1	54.2	48.3	51.4
Standard Deviation	18.3	22.1	20.4	17.5	14.3	16.2	14.5	12.2	9.7	16.4	10.7	17.0				
BEST MATCH SITE	Philadelphia, PA*			Lock Haven, PA			Louisville, KY			Buffalo, NY						

*Philadelphia's Best Matched Site is Self-Sponsored's Philadelphia NFT group

Table A12-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE EDC MODEL

	PHILADELPHIA, PA		SCRANTON, PA		WASHINGTON, DC		PATERSON, NJ	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian								
Percent								
Number								
Black								
Percent	95	99			100	96	100	89
Number	162	97			22	23	55	33
Oriental								
Percent								
Number								
Mexican American								
Percent								
Number								
Puerto Rican								
Percent								11
Number								4
Other Spanish								
Surname Percent								
Number								
White								
Percent	5	1	100	100		4		
Number	8	1	68	34		1		
Other								
Percent	1							
Number	1							

Table A12-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE EDC MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
SEX = Sex
OCCUP = Occupation
PO215622 = Income
NOOCC = Missing Occupation
ENTAGE = Entry Age
NOINC = Missing Income

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.59521443	.80535243E-01
NOWRAT	-4.5773255	3.3045062
SEX	.63518172	2.0206286
OCCUP	.43760341	.51635172
PO215622	.11671704E-03	.38873771E-03
NOOCC	-1.9835772	4.1776128
ENTAGE	-.24581742	.31269076
NOINC	-.23853794E-01	4.3643927

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.67746348	[illegible]
NOWRAT	-2.3784597	[illegible]
SEX	.73049740	[illegible]
OCCUP	.51678778	[illegible]
PO215622	.15299415E-03	[illegible]
NOOCC	-3.3317248	[illegible]
ENTAGE	.16349882	.36062504
NOINC	1.0027851	5.0334408

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.44555955	.59452510E-01
NOWRAT	-2.4914825	2.4394443
SEX	-1.2017367	1.4916633
OCCUP	.15679620	.38117087
PO215622	-.83077628E-04	.28697298E-03
NOOCC	-.56660280	3.0839868
ENTAGE	-.19247310	.23683379
NOINC	-1.5467624	3.2218710

MAT Language

VARIABLE	B	STD ERROR B
FKW	.30268554	.39681960E-01
NOWRAT	-1.5094681	1.6282220
SEX	.19002243	.99561978
OCCUP	.18182869	.25442082
PO215622	-.53921689E-04	.19154186E-03
NOOCC	-2.8920097	2.0584258
ENTAGE	-.20654137	.15407142
NOINC	.12199553	2.1504575

Raven's

VARIABLE	B	STD ERROR B
FKW	.16316104	.24046194E-01
NOWRAT	.45787425	.98665846
SEX	1.3620709	.60331864
OCCUP	.55522183E-01	.13417214
PO215622	.38339116E-05	.11606919E-03
NOOCC	-.65718850	1.2473503
ENTAGE	.62783333E-01	.93363111E-01
NOINC	.39892899	1.3031191

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.17963767	.45120751E-01
NOWRAT	.22168512	1.8513853
SEX	.42879129	1.1320700
OCCUP	.16210427	.28929142
PO215622	.44897765E-04	.21779450E-03
NOOCC	.27772294	2.3405527
ENTAGE	-.16240778	.17518837
NOINC	-.31520363	2.4451902

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.71329956E-01	.21725317E-01
NOWRAT	.01293491	.89142972
SEX	-.12925580	.54508709
OCCUP	.16321935	.13929184
PO215622	-.14301858E-04	.10486649E-03
NOOCC	.42844703	1.1269503
ENTAGE	-.67360812E-01	.84351944E-01
NOINC	-.48481631	1.1773453

Table A12-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.51273413E-01	.18281440E-01
NOWRAT	-.53157815	.75012848
SEX	-.50823400	.45858668
OCCUP	.12965108	.11721271
PC215622	-.43718756E-05	.28244115E-04
NOOCC	.71301173	.94832513
ENTAGE	-.11065821	.77981329E-01
NOINC	-.55134102	.99072450

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.37032828	.51435773E-01
NOWRAT	-2.5297381	2.1175098
SEX	.58614448	1.2925277
OCCUP	.23720451	.32078081
PC215622	.82298149E-04	.24827474E-03
NOOCC	-1.1828231	2.5481334
ENTAGE	-.13117906	.13970781
NOINC	.11279505	2.7874249

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.22482521	.26211222E-01
NOWRAT	-2.1479165	1.4857798
SEX	.49037235E-01	.91051545
OCCUP	.20039884	.23216217
PC215622	.74426653E-04	.17478433E-03
NOOCC	-.90075707	1.5733392
ENTAGE	-.11403834	.14459209
NOINC	-.13664805	1.9623192

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	[illegible]	.34410031E-01
NOWRAT	[illegible]	1.5754434
SEX	.80453425	.94172848
OCCUP	.13119651	.24427142
PC215622	.55974494E-04	.12840470E-03
NOOCC	-.83453927	1.9024334
ENTAGE	.65022713E-01	.14913645
NOINC	.11485078	2.1815774

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.23634798	.34973094E-01
NOWRAT	-.78898422	1.4350088
SEX	.49942232	.87747447
OCCUP	.13479125	.22422905
PC215622	.12755162E-04	.16881253E-03
NOOCC	-.56754513	1.8141625
ENTAGE	.10427875E-01	.13578852
NOINC	.35723153	1.8952732

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.13291901	.32470903E-01
NOWRAT	-.13956438	1.3723304
SEX	-.45365017	.81469448
OCCUP	.25060104	.20819715
PC215622	.78254891E-04	.15673443E-03
NOOCC	-1.3684204	1.6843640
ENTAGE	.87748231E-01	.12637336
NOINC	.53070279	1.7596736

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.11247272	.14038277E-01
NOWRAT	-.44832809	.74219281
SEX	-.23037776	.45983341
OCCUP	.48745798E-01	.11597271
PC215622	-.20387546E-04	.87710577E-04
NOOCC	-.24733213	.93029272
ENTAGE	-.95111172E-01	.70230411E-01
NOINC	-.29538620	.98024354

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.19021279	.29734014E-01
NOWRAT	-1.1534791	1.2201215
SEX	.58049021	.74417589
OCCUP	.11317291	.13065234
PC215622	-.22524143E-04	.14753347E-03
NOOCC	-2.5446175	1.5424983
ENTAGE	-.11145021	.11545449
NOINC	.40737433	1.6114630

Table A13-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES
FOR COHORT III SITES IN SELF-SPONSORED MODEL

	NEW YORK, NY			PHILADELPHIA, PA		
	FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match
Teacher Centeredness	50.9		49.4	50.6	48.2	49.7
Number	4		14	6	10	11
Local Mean Difference						
Best Match Mean Difference						
Flexible Classroom	51.6		49.8	50.7	46.7	53.6
Number	4		14	6	10	12
Local Mean Difference				4.0 ←		
Best Match Mean Difference						→ 2,9
Individualization	50.3		56.5	51.3	45.0	51.1
Number	4		14	6	10	12
Local Mean Difference				6.3 ←		
Best Match Mean Difference			→ 6.2			
Academic (vs. Emotional) Emphasis	52.9		51.4	49.4	45.5	51.7
Number	4		14	6	10	12
Local Mean Difference				3.9 ←		
Best Match Mean Difference						
Satisfaction with Sponsor	51.5			52.6		
Number	3			6		
Local Mean Difference						
Best Match Mean Difference						
BEST MATCH SITE	Providence, RI			Trenton, NJ		

Table A13-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN SELF-SPONSORED MODEL

	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Years in School																		
Mean	12.2	6.8	4.2	4.0	7.2	2.2	10.6	6.3	6.4	3.0	5.4	11.0	5.4	5.5	4.8	6.9	6.2	
Standard Deviation	2.6	6.7	7.2	5.7	5.6	1.6	6.7	6.1	10.1	1.8	4.4	8.5	4.2	3.2	4.5			
Number	4	5	4	2	22	5	5	30	22	6	8	2	8	11	9			
Years in Model																		
Mean	3.0			1.5			3.0			2.0			2.6			2.4		
Standard Deviation	3.2			2.1			1.9			1.4			.9					
Number	4			2			5			6			8					
Age in Years																		
Mean	48.3	37.4	32.2	30.0	36.5	29.8	44.0	35.4	40.2	32.5	42.9	39.5	30.6	33.9	34.6	7.1	37.2	
Standard Deviation	3.1	12.9	12.0	5.7	12.3	5.3	12.1	10.9	12.5	8.3	9.0	16.3	5.3	6.2	11.3			
Number	3	5	4	2	21	5	5	30	22	6	8	2	8	11	8			
Teacher Ethnicity																		
Percent White	0	20	50	100	82	60	0	55	62	33	100	0	50	36	67	37	55	
Percent Black	100	30	50	0	24	0	100	41	38	67	0	100	25	54	33	58	40	
Percent Spanish Surname	0	0	0	0	110	20	0	3	0	0	0	0	0	0	0	0	3	
Percent Other	0	0	0	0	0	20	0	0	0	0	0	0	25	9	0	5	3	
Number	4	5	4	1	21	5	4	21	21	6	8	2	8	11	9			
Teacher Certification																		
Percent None	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Percent Temporary	0	0	0	0	5	0	0	17	0	0	0	0	0	91	0	0	23	
Percent Renewable/Permanent	100	100	100	100	190	100	100	79	100	83	100	100	100	0	100	97	74	
Percent Other	0	0	0	0	5	0	0	3	0	17	0	0	0	9	0	3	3	
Number	4	5	4	2	21	5	5	29	22	6	8	2	8	11	9			
BEST MATCH SITE	Kansas City, MO			San Jose, CA			Jacksonville, FL			St. Louis, MO			Fresno, CA					

Table A13-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN SELF-SPONSORED MODEL

	NEW YORK, NY			PHILADELPHIA, PA		
	FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match
Years in School						
Mean	9.2		6.6	7.3	5.5	6.8
Standard Deviation	6.1		4.1	6.6	3.3	6.5
Number	5		14	6	11	12
Years in Model						
Mean	3.2			3.2		
Standard Deviation	1.0			1.7		
Number	4			6		
Age in Years						
Mean	38.4		32.2	38.2	37.5	41.2
Standard Deviation	14.1		7.1	18.1	12.4	14.8
Number	5		13	5	11	12
Teacher Ethnicity						
Percent White	80		100	17	46	67
Percent Black	0		0	83	54	33
Percent Spanish Surname	0		0	0	0	0
Percent Other	20		0	0	0	0
Number	5		14	6	11	12
Teacher Certification						
Percent None	0		0	0	0	0
Percent Temporary	0		0	33	18	0
Percent Renewable/Permanent	100		86	67	82	100
Percent Other	0		14	0	0	0
Number	5		14	6	11	11
BEST MATCH SITE	Providence, RI			Trenton, NJ		

Table A13-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974) FOR COHORT II SITES IN SELF-SPONSORED MODEL

	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	42.1	55.9	56.5	46.9	51.2	54.2	53.3	55.1	51.0	54.2	52.1	59.6	54.1	48.5	50.5
Number	4	3	4	2	21	5	4	30	20	5	8	2	8	9	8
Local Mean Difference		→ 13.8			→ 4.3								5.6 ←		
Best Match Mean Difference			→ 14.4			→ 7.3						→ 5.4	3.6 ←		
Flexible Classroom	52.2	47.1	44.1	59.7	41.8	45.6	46.7	44.0	48.7	43.5	45.8	42.1	44.1	50.4	48.6
Number	4	3	4	2	20	5	5	30	20	5	8	2	8	9	9
Local Mean Difference	5.1 ←			7.9 ←			2.7 ←							→ 6.3	
Best Match Mean Difference	7.9 ←			4.1 ←											→ 4.5
Individualization	56.0	41.0	48.8	64.3	39.4	50.0	42.5	44.4	50.5	41.3	47.6	39.4	52.2	57.4	54.6
Number	3	4	4	2	20	5	5	30	20	5	8	2	8	9	9
Local Mean Difference	15 ←			24.9 ←							→ 6.3			→ 5.2	
Best Match Mean Difference	7.2 ←			14.3 ←					→ 8.0						
Academic (vs. Emotional) Emphasis	51.5	57.8	52.9	46.6	50.2	46.6	53.6	55.1	48.8	50.0	44.2	64.7	51.2	45.1	48.2
Number	4	4	4	2	21	5	4	30	21	5	8	2	8	9	9
Local Mean Difference		→ 6.3			→ 3.6					5.8 ←			6.1 ←		
Best Match Mean Difference							4.8 ←					→ 14.7	3.0 ←		
Satisfaction with Sponsor	59.1			53.8			53.1			49.7			53.4		
Number	2			1			4			4			8		
Local Mean Difference															
Best Match Mean Difference															
BEST MATCH SITE	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		

Table A13-5
STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974)
FOR COHORT II SITES IN SELF-SPONSORED MODEL

	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School Helped Child	52.4	50.0	49.1	45.3	47.4	52.5	46.6	45.6	48.1	52.6	51.0	46.7	52.8	47.9	50.5	49.9	48.4	
Number	27	23	21	11	86	5	34	69	46	27	23	6	28	22	33	127	223	
Local Mean Difference													4.9 ←					
Best Match Mean Difference	3.3 ←					→ 7.2				5.9 ←								
School Helped Parent Understand	53.5	53.0	49.1	47.2	47.6	39.4	50.7	47.5	45.3	49.5	48.2	42.4	54.2	45.2	48.9	51.0	48.3	
Number	27	22	21	11	87	5	33	71	45	27	26	6	27	22	35	125	228	
Local Mean Difference							3.2 ←						9.0 ←			2.7 ←		
Best Match Mean Difference	4.4 ←			7.8 ←			5.4 ←			7.1 ←			5.3					
Child's Progress in School	53.2	50.8	47.7	48.0	50.7	54.6	44.9	47.7	49.4	55.9	48.5	50.6	49.9	50.9	53.0	50.4	49.7	
Number	27	23	21	9	87	5	33	72	46	27	26	6	28	22	33	124	230	
Local Mean Difference					→ 2.7			→ 2.8		7.4 ←								
Best Match Mean Difference	5.5 ←					→ 6.6			→ 4.5	5.3 ←					→ 3.1			
PAC Involvement	49.4	47.4	50.7	57.6	47.4	55.4	53.1	41.6	46.9	51.0	41.9		52.3	50.8	50.7	52.7	45.8	
Number	20	12	12	7	20	3	18	26	15	24	16		23	14	19	92	88	
Local Mean Difference				10.2 ←			11.5 ←			9.1 ←						6.8 ←		
Best Match Mean Difference							6.2 ←											
Child's Emotional Adjustment	49.5	48.4	50.6	47.8	50.0	44.6	51.9	47.7	55.2	48.8	49.5	53.5	54.3	48.8	49.3	50.5	48.9	
Number	26	23	21	11	88	6	34	72	45	27	26	6	27	22	34	125	231	
Local Mean Difference							4.2 ←						5.5 ←					
Best Match Mean Difference				3.2 ←					→ 3.3			→ 4.7	5.0 ←					
Parent Visits to School	52.6	49.2	57.8	49.5	48.8	47.9	48.6	48.2	47.1	48.2	47.5	47.1	50.0	48.0	49.9	49.8	48.3	
Number	22	16	12	9	77	4	26	61	23	27	22	3	24	13	29	108	189	
Local Mean Difference	3.4 ←																	
Best Match Mean Difference			→ 5.2															
Parent Child Interaction	54.2	51.3	45.9	50.3	53.4	42.0	48.6	49.1	53.9	48.3	49.2	53.0	49.5	48.9	48.7	50.2	50.4	
Number	17	17	18	8	72	5	27	60	38	14	18	3	18	15	21	84	182	
Local Mean Difference	2.9 ←				→ 3.1													
Best Match Mean Difference	8.3 ←			8.3 ←					→ 5.3			→ 4.7						
Parent Locus	48.7	48.2	49.2	51.9	49.6	55.7	50.1	49.0	50.7	51.1	49.5	44.0	46.8	49.1	49.8	49.7	49.1	
Number	26	23	21	11	86	6	32	71	45	26	26	6	27	21	32	122	227	
Local Mean Difference																		
Best Match Mean Difference						→ 3.8				7.1 ←					→ 3.0			
BEST MATCH SITE	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA					

Table A13-5 (Continued)

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN SELF-SPONSORED MODEL

	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
School's Receptivity	48.1	50.5	48.0	50.7	49.2	48.4	50.5	48.0	46.2	53.4	50.7	42.7	47.6	51.4	51.1	50.1	50.0	
Number	27	23	20	9	83	5	31	70	45	23	22	6	26	21	27	116	219	
Local Mean Difference							2.5 ←			2.7 ←				→ 3.8				
Best Match Mean Difference							4.3 ←			10.7 ←					→ 3.5			
Talks with Teacher	49.3	49.0	46.8	46.4	47.8	57.4	44.4	50.3	46.0	52.9	49.3	44.2	51.3	53.8	55.8	48.9	50.0	
Number	22	16	12	11	77	4	26	61	23	27	22	3	24	13	29	110	189	
Local Mean Difference								→ 5.9		3.6 ←				→ 2.5				
Best Match Mean Difference	2.5 ←					→ 11.0				8.7 ←					→ 4.5			
School Helped Parent Personally	50.8	53.4	46.4	53.2	47.4	50.7	49.3	47.9	47.5	51.8	46.6	45.7	52.8	45.7	49.5	51.6	48.1	
Number	27	23	21	11	87	6	34	71	46	27	26	6	27	22	35	126	229	
Local Mean Difference		→ 2.6		5.8 ←						5.2 ←			7.1 ←			3.5 ←		
Best Match Mean Difference	4.4 ←			2.5 ←						6.1 ←			3.3 ←					
Satisfaction with Teacher	51.4	48.6	45.7	45.2	48.3	49.8	44.6	46.6	48.5	53.6	51.1	51.2	48.9	49.4	50.4	48.7	48.0	
Number	25	22	18	8	82	5	33	68	38	24	20	6	27	21	25	117	213	
Local Mean Difference	2.8 ←				→ 3.1					2.5 ←								
Best Match Mean Difference	5.7 ←					→ 4.6			→ 3.9									
BEST MATCH SITE	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA					

Figure A13-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN SELF-SPONSORED MODEL HIGHLIGHTED

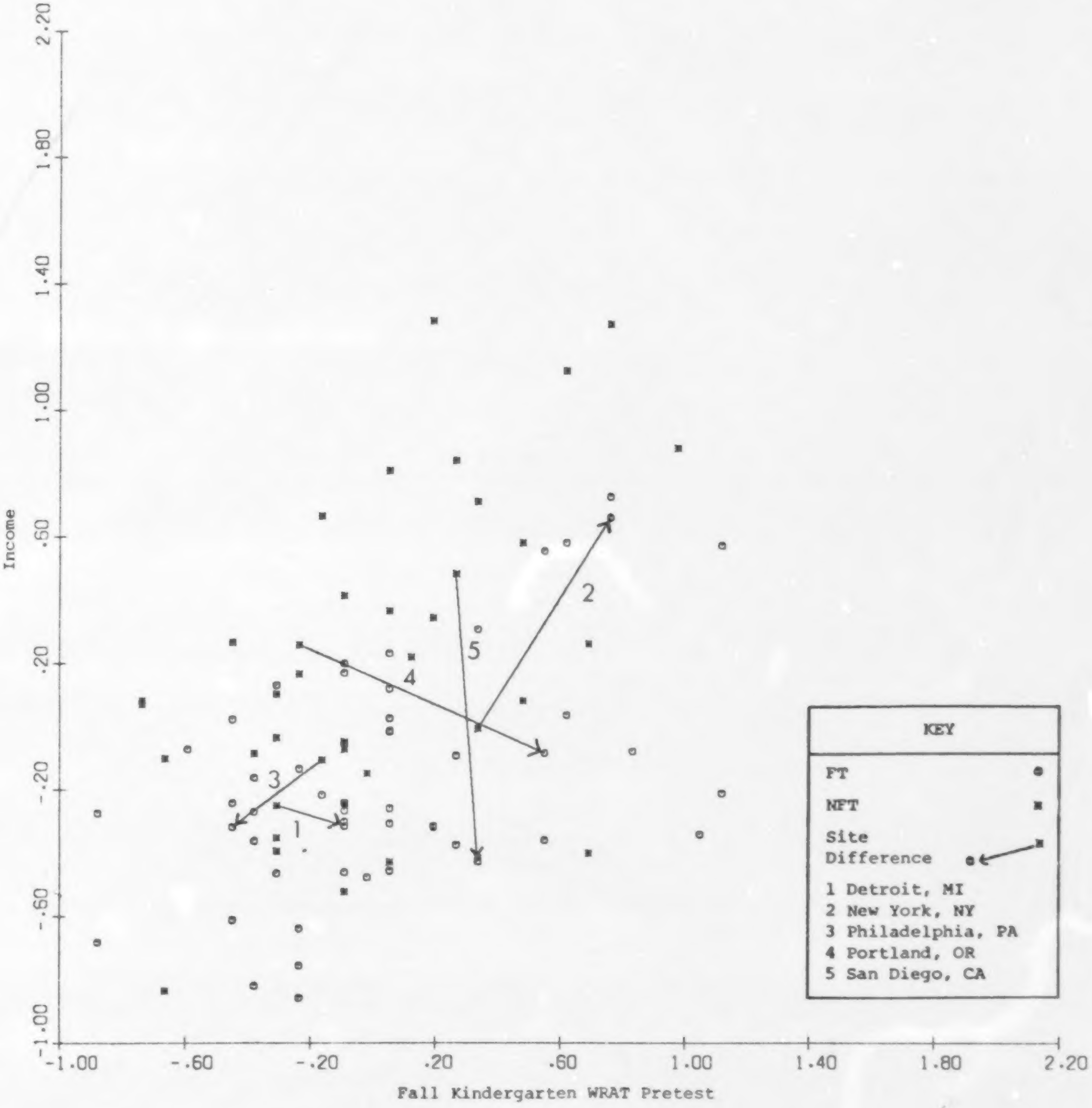


Figure A13-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN SELF-SPONSORED MODEL HIGHLIGHTED

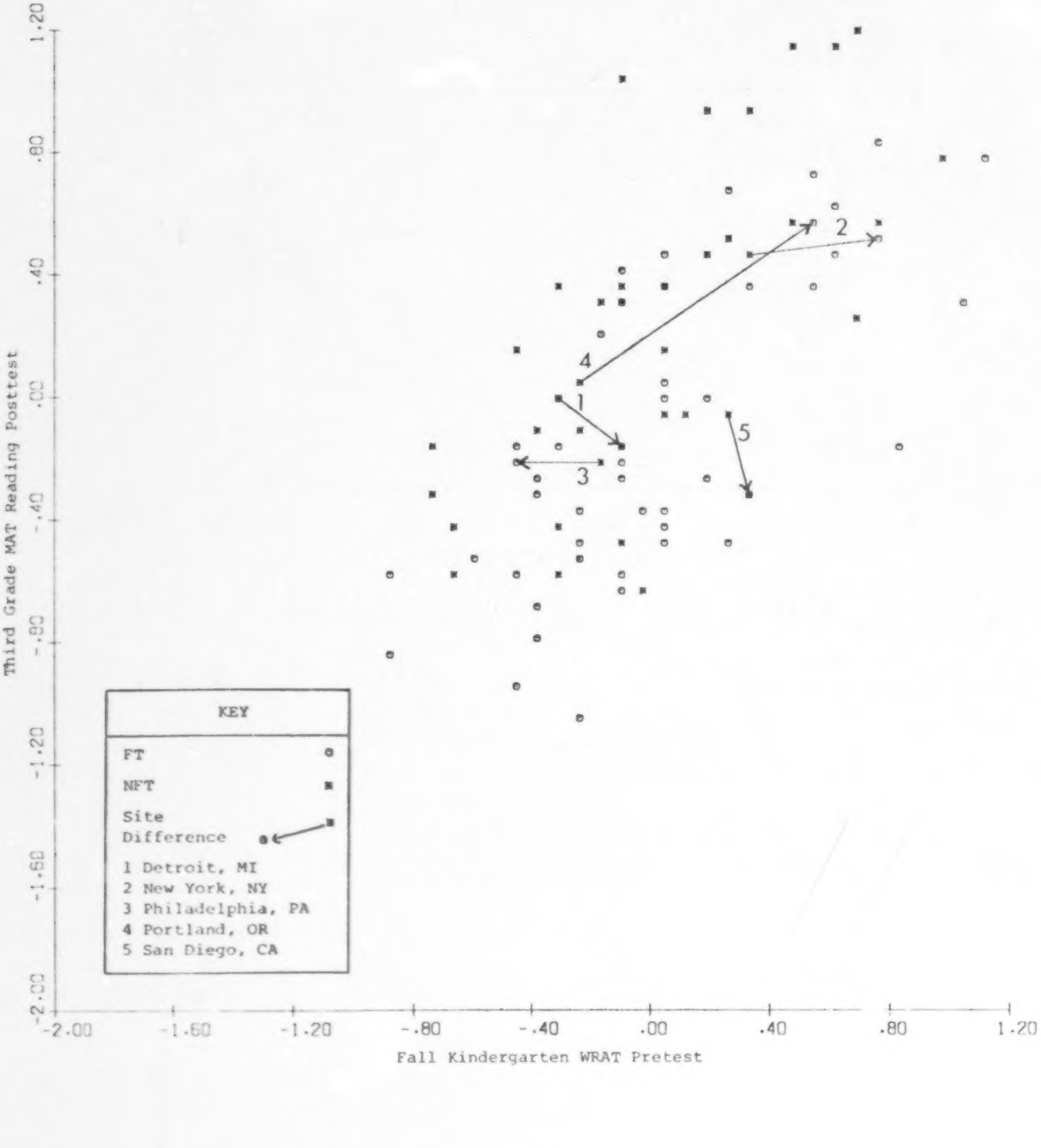
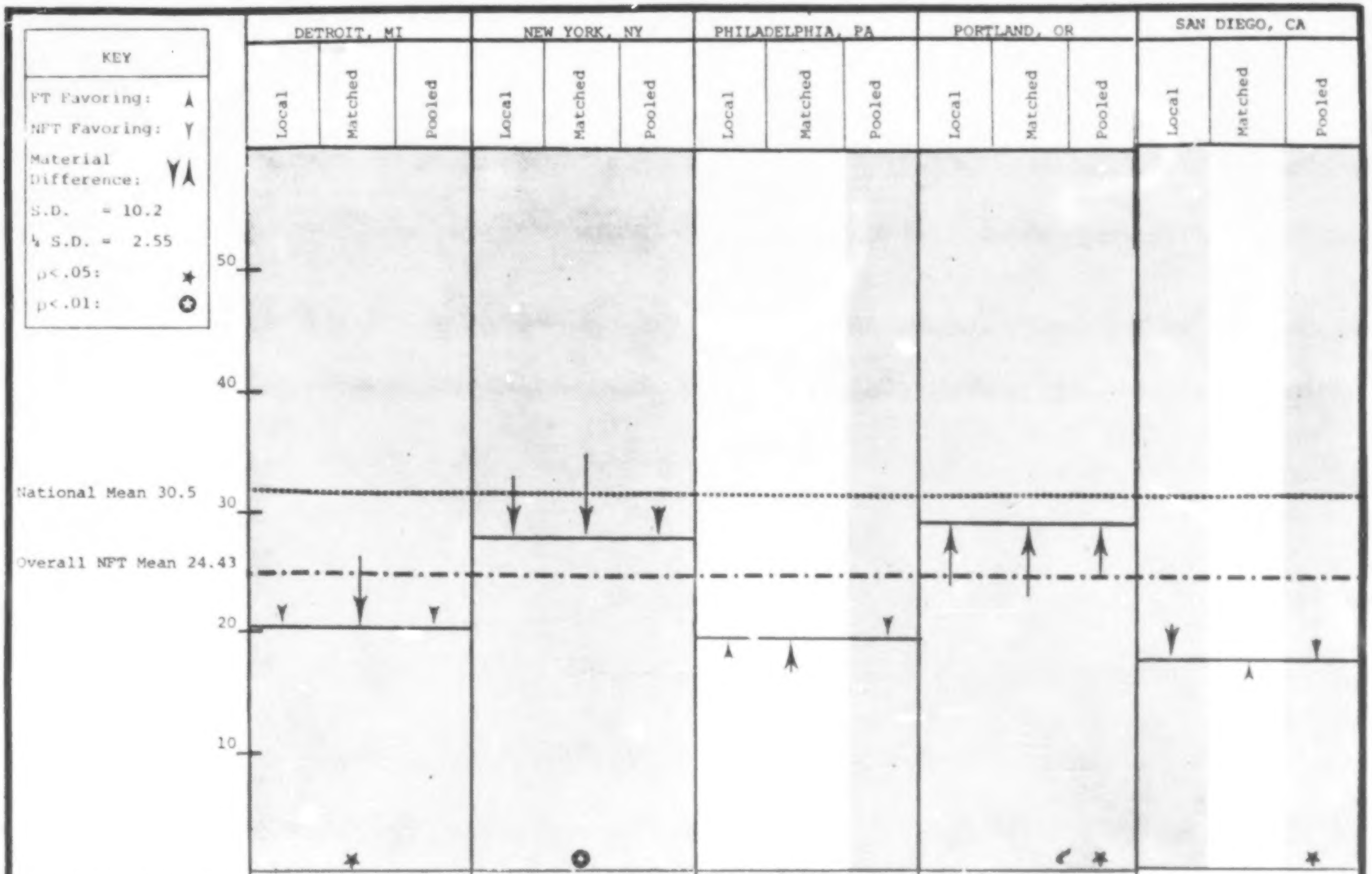


Table A13-6

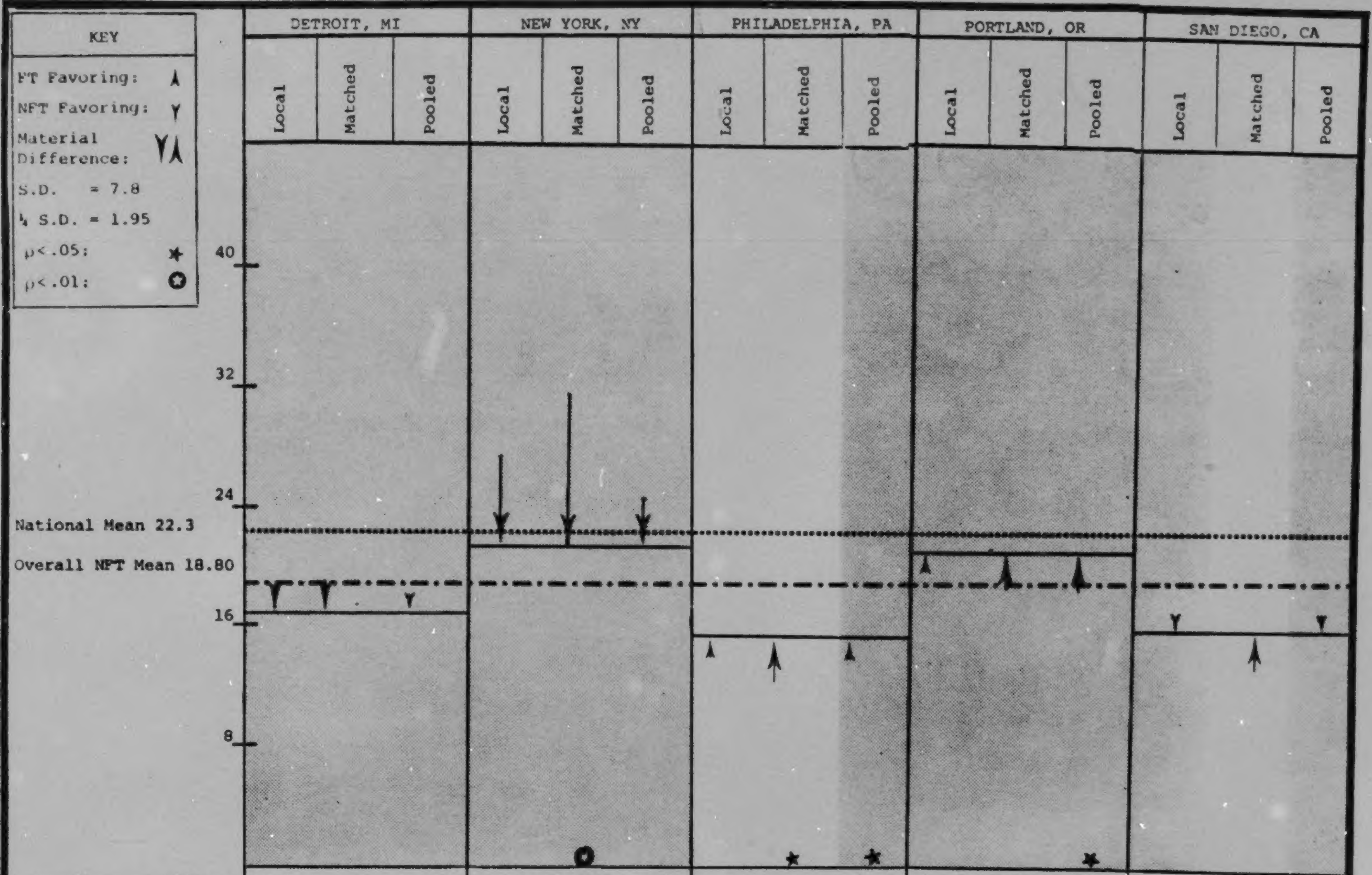
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-1.67	-5.58	-2.03	-7.05	-9.80	-2.62	.08	3.17	-1.10	4.16	4.93	3.56	-3.22	.46	-2.44
Standard Error	2.25	2.42	1.26	6.53	3.15	1.99	2.47	1.67	.97	3.24	3.20	1.46	3.66	1.82	1.04
FT Mean	20.28			28.0			19.45			29.11			18.39		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

Table A13-7

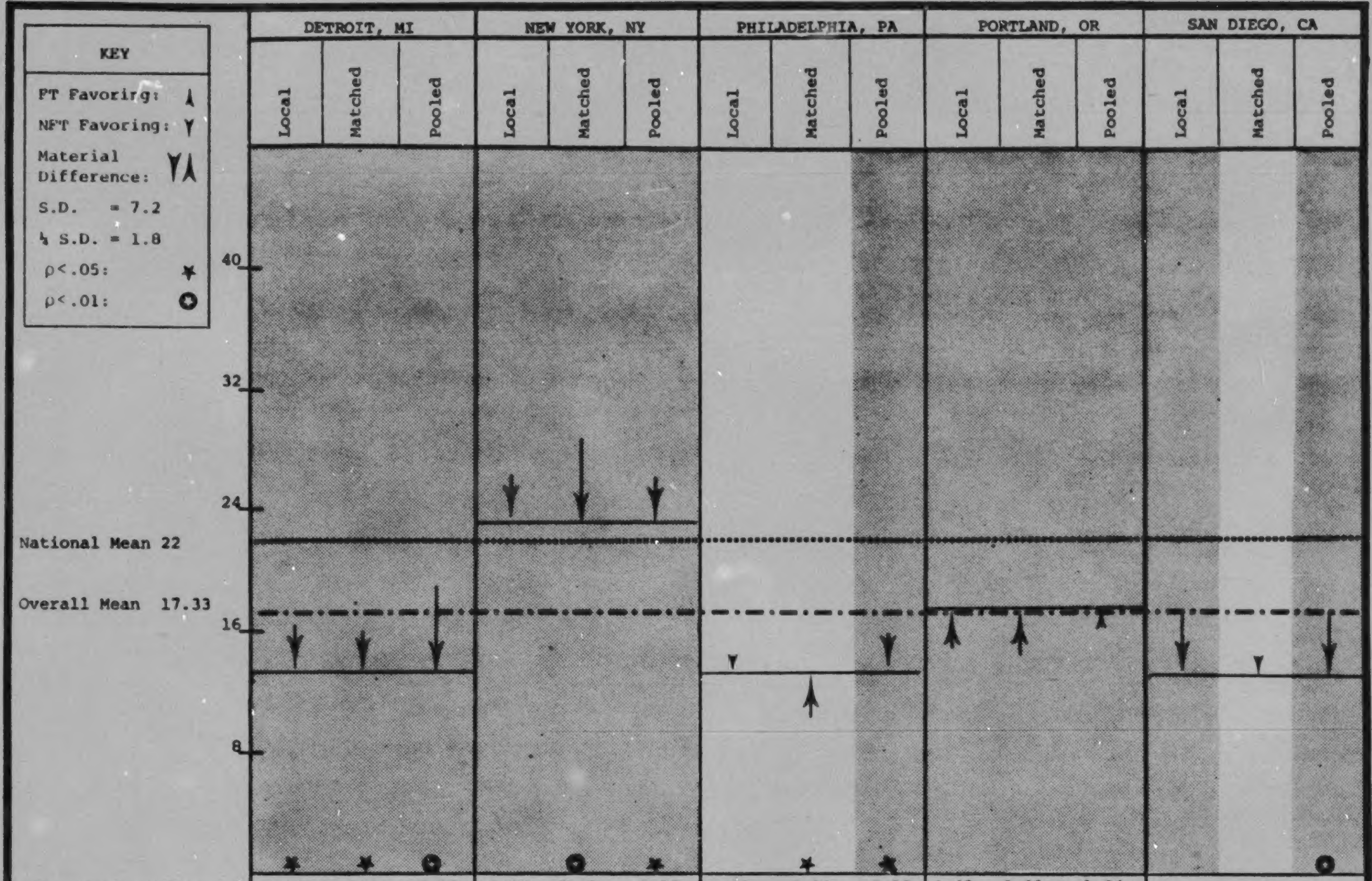
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI Local	DETROIT, MI Matched	DETROIT, MI Pooled	NEW YORK, NY Local	NEW YORK, NY Matched	NEW YORK, NY Pooled	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	PORTLAND, OR Local	PORTLAND, OR Matched	PORTLAND, OR Pooled	SAN DIEGO, CA Local	SAN DIEGO, CA Matched	SAN DIEGO, CA Pooled
Magnitude of Effect	-2.01	-2.48	-1.08	-5.80	-10.48	-3.10	1.29	3.23	1.78	1.25	2.62	2.77	-1.19	2.43	-.04
Standard Error	1.73	1.70	.87	5.18	2.72	1.84	1.59	1.19	.70	2.59	2.26	1.11	2.64	1.29	.68
FT Mean	16.84			21.55			15.94			21.18			15.99		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

Table A13-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN SELF-SPONSORED MODEL

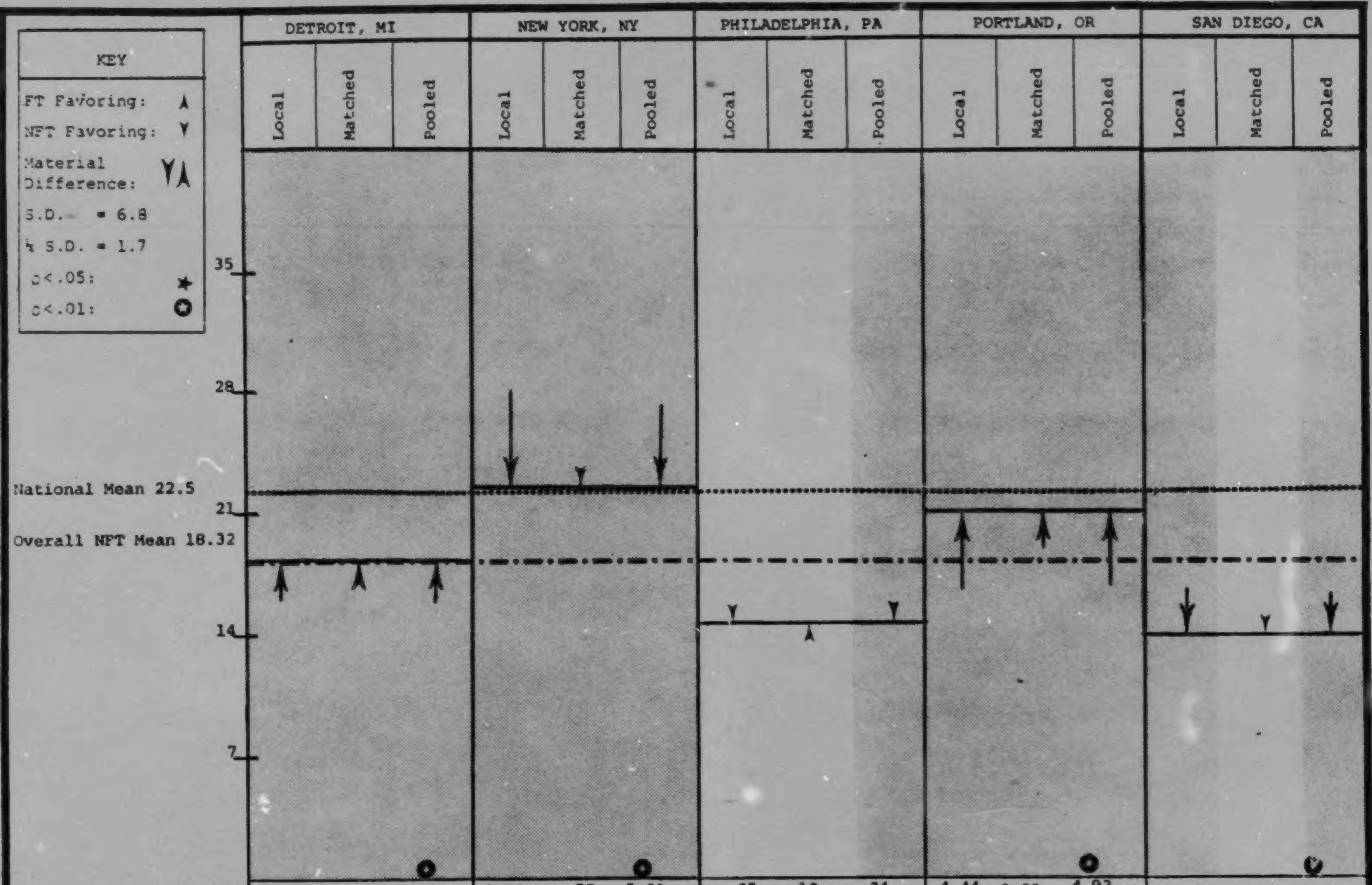


	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-3.55	-3.22	-5.77	-3.45	-7.07	-3.73	-.41	3.03	-2.18	2.40	2.66	1.04	-4.47	-.77	-5.33
Standard Error	1.43	1.58	.94	5.05	2.27	1.84	1.84	1.30	.78	2.37	2.62	1.06	2.24	1.21	.61
PT Mean	13.91			22.35			13.81			18.98			13.45		
No. of PT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		

PS PS PS FKW PS FKW FKW PS PS PS PS PS

Table A13-9

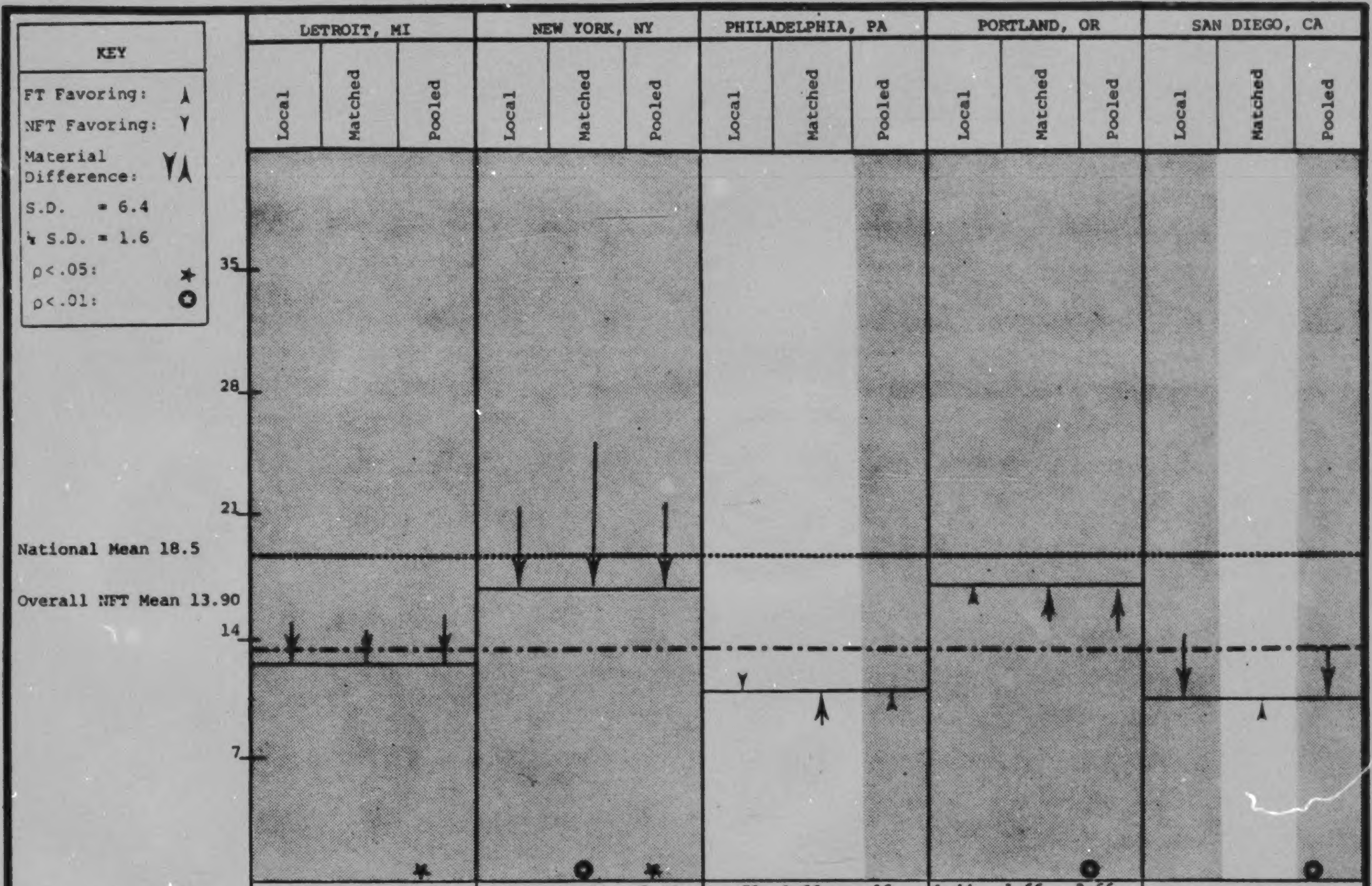
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	2.17	1.90	2.70	-6.08	-.57	-5.21	-.65	.13	-.34	4.44	2.33	4.93	-2.33	-1.13	-2.05
Standard Error	1.35	1.51	.79	5.29	3.29	1.72	1.55	1.17	.62	2.25	2.23	.94	2.45	1.14	.69
FT Mean	18.49			23.2			14.57			21.04			14.34		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

Table A13-10

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN SELF-SPONSORED MODEL

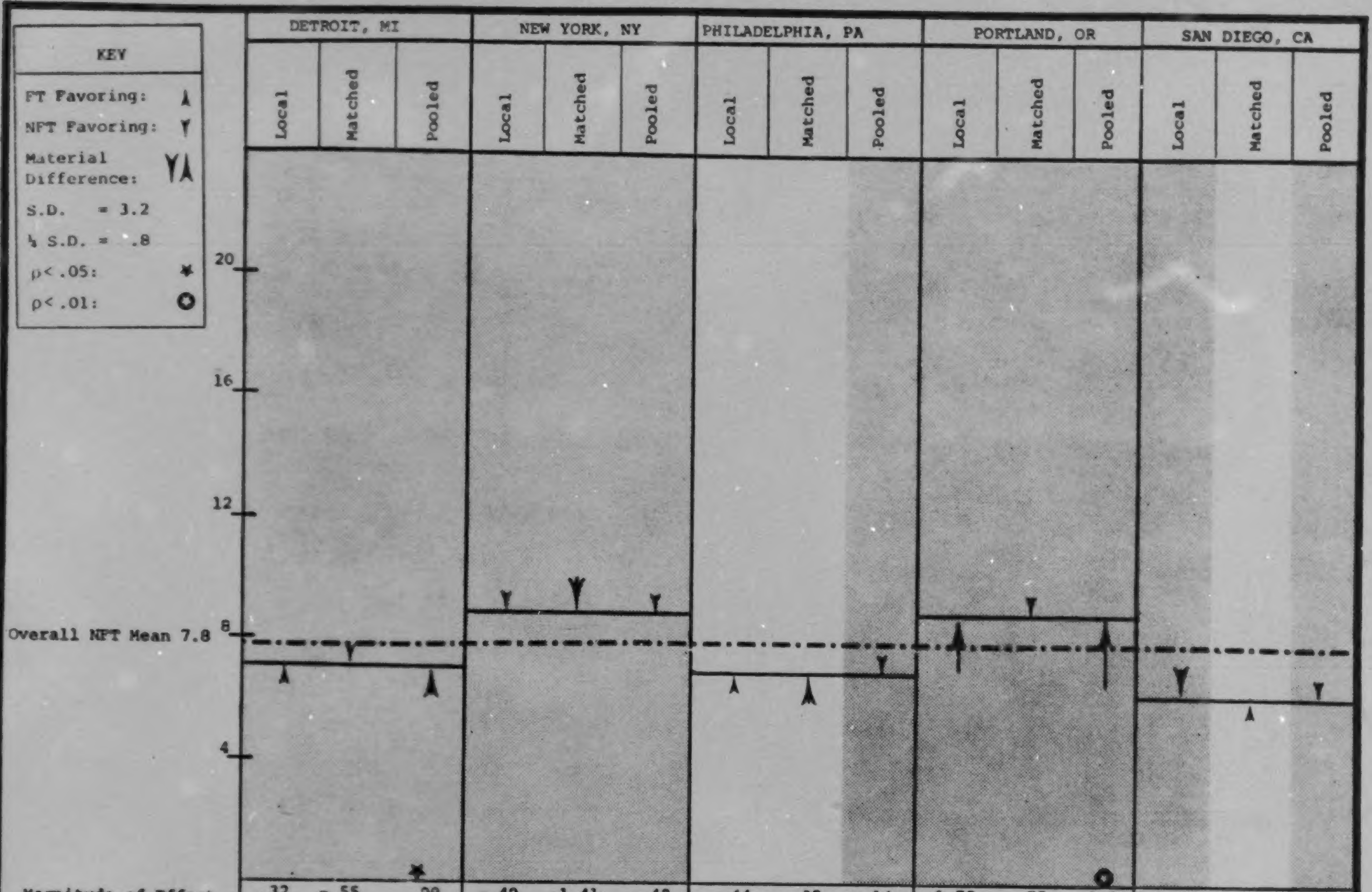


	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-1.85	-1.67	-2.16	-4.93	-7.99	-5.30	-.79	1.66	.16	1.44	1.66	2.66	-3.40	1.30	-3.09
Standard Error	1.44	1.44	.81	4.90	2.45	1.96	1.50	1.10	.64	2.03	2.53	.91	1.99	1.02	.54
FT Mean	12.28			15.95			10.60			16.09			10.46		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		

PS PS PS FKW PS FKW FKW PS PS PS PS PS

Table A13-11

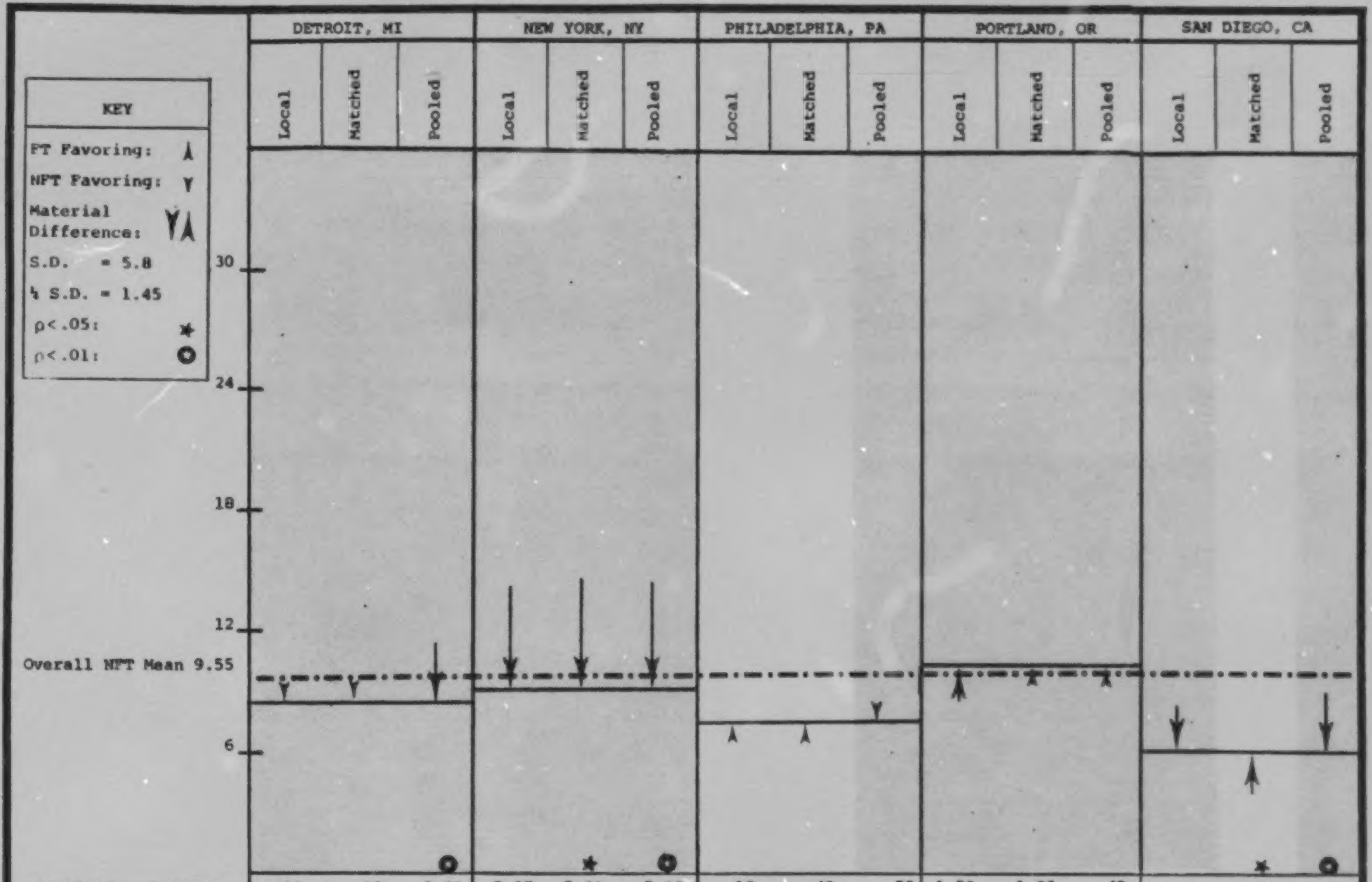
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.32	-.55	.99	-.49	-1.41	-.42	.44	.98	-.14	1.75	-.75	2.24	-1.03	.61	-.02
Standard Error	.71	.69	.39	1.83	1.14	.57	.83	.60	.34	1.06	.93	.44	1.08	.56	.32
FT Mean	7.21			8.80			7.10			8.80			6.49		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E.St.Louis, IL			Fresno, CA		
	PS	PS	PS	FKW	PS	FKW PS			FKW	PS FKW	PS	PS FKW	PS		PS

Table A13-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN SELF-SPONSORED MODEL



	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-.96	-.02	-2.20	-5.27	-5.31	-5.02	.16	.40	-.59	1.50	1.06	.49	-1.90	1.93	-3.16
Standard Error	1.11	6.07	.61	4.15	2.49	1.72	1.50	.99	.55	2.25	2.20	1.03	1.86	.79	.50
FT Mean	8.26			8.60			7.26			10.49			6.25		
No. of FT Children	43			20			86			45			71		
Matched NFT Site	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA		

PS PS PS FKW PS FKW FKW PS PS PS PS PS

Table A13-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR SELF-SPONSORED MODEL

	DETRIOT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA		
	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION *Number*	105	99	204	82	773	855	268	839	1107	208	163	371	223	244	467
CHILDREN RETAINED *Percent*	41.0	37.4	39.2	24.4	31.7	31.0	32.1	14.8	19.0	21.6	28.2	24.5	31.8	17.2	24.2
Number	43	37	80	20	245	265	86	124	210	45	46	91	71	42	113
No WRAT *Percent*	2	0	1	20	6	7	31	5	16	2	0	1	1	2	2
Number	1	0	1	4	15	19	27	6	33	1	0	1	1	1	2
No Income *Percent*	12	14	13	20	62	59	50	65	59	24	26	25	59	48	55
Number	5	5	10	4	153	157	43	81	124	11	12	23	42	20	62
WRAT Score *Mean*	27	26	27	40	33	34	23	27	25	37	26	31	34	33	34
Standard Deviation	11	11	11	15	15	15	13	14	14	13	15	15	12	15	13
Number	42	37	79	16	230	246	59	118	177	44	46	90	70	41	111
Income *Mean*	4447	4891	4650	7312	5440	5717	4535	5000	4767	5118	6162	5640	4224	6886	5372
Standard Deviation	2474	2520	2487	3219	2561	2734	2010	2265	2142	2686	2430	2596	2484	2554	2823
Number	38	32	70	16	92	108	43	43	86	34	34	68	29	22	51
CHILDREN NOT RETAINED *Percent*	59.0	62.6	60.8.	75.6	68.3	69.0	67.9	85.2	81.0	78.4	71.8	75.5	68.2	82.8	75.8
Number	62	62	124	62	528	590	182	715	897	163	117	280	152	202	354
No WRAT *Percent*	2	3	2	21	13	14	43	18	23	47	10	32	5	15	11
Number	1	2	3	13	67	80	78	128	206	77	12	89	8	31	39
No Income *Percent*	40	42	41	48	69	67	64	79	76	61	56	59	66	64	65
Number	25	26	51	30	364	394	116	568	684	100	65	165	100	129	229
WRAT Score *Mean*	29	21	25	36	32	33	21	22	22	33	29	31	32	28	30
Standard Deviation	13	12	13	17	16	16	12	13	13	15	14	14	13	14	14
Number	61	60	121	49	461	510	104	587	691	86	105	191	144	171	315
Income *Mean*	4703	4889	4795	6203	5835	5895	4826	4636	4695	4397	5558	4922	4740	5774	5344
Standard Deviation	2425	2355	2376	3026	2875	2895	2506	2263	2337	2583	3046	2849	2752	2915	2883
Number	37	36	73	32	164	196	66	147	213	63	52	115	52	73	125

Table A13-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE SELF-SPONSORED MODEL

	DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Match		Local	Match		Local	Match		Local	Match		Local	Match		Local	Match
Fall Kindergarten WRAT *Mean*	27.4	25.5	27.4	39.6	33.3	38.3	22.6	26.8	25.2	36.5	26.2	39.3	34.1	32.7	33.8	32.0	28.9	
Standard Deviation	10.8	10.6	11.2	15.5	14.7	15.4	12.9	13.8	10.8	13.4	14.5	14.5	12.1	14.5	12.2			
Highest Occupation in Household *Mean*	13.2	13.0	13.4	15.4	14.3	14.3	13.5	14.0	13.4	14.4	14.3	12.6	13.1	14.6	13.0	13.9	14.0	
Standard Deviation	1.7	1.7	2.0	3.0	2.1	2.5	2.2	2.0	1.7	2.4	1.9	0.5	1.8	1.8	1.9			
Family Income in Dollars *Mean*	4447	4891	4595	7312	5440	6923	4535	5000	4271	5118	6162	4300	4224	6886	4187	5127	5676	
Standard Deviation	2474	2520	2644	3219	2561	2878	2010	2265	2338	2686	2430	2928	2484	2554	2300			
Missing Income Information *No. Missing*	5	5	6	4	153	1	43	81	5	11	12	16	42	20	14			
Valid Cases	38	32	21	16	92	13	43	43	48	34	34	5	29	22	40			
Ethnic Membership/Race *Percent White*	0	0	0	50	0	57	0	1	0	9	31	0	1	2	11	12	7	
Percent Black	100	100	100	10	78	0	99	83	100	91	69	100	62	63	48	72	79	
Sex (Percent Male)	42	38	41	55	47	29	48	55	36	51	43	52	46	60	41	48	49	
Entry Age in Months *Mean*	55.4	55.6	55.9	53.6	54.7	55.1	53.2	54.1	54.2	56.4	56.6	56.6	56.1	55.1	56.1	55.0	55.2	
Standard Deviation	3.5	3.7	3.4	3.4	3.5	4.4	3.9	3.1	3.9	3.4	3.2	4.8	4.6	3.5	3.5			
Percent with English as First Language	100	100	100	90	80	86	100	89	100	100	100	100	79	81	76	94	90	
MATCHED SITE	Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresnc, CA					

Table A13-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE ILM MODEL

		DETROIT, MI			NEW YORK, NY			PHILADELPHIA, PA			PORTLAND, OR			SAN DIEGO, CA			SPONSOR'S SITES			ALL SITES	
		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
			Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading	Mean	37.12	40.92	45.48	49.55	49.03	62.87	35.40	36.50	31.72	50.29	41.35	44.57	34.38	38.88	33.76	41.35	41.34		38.36	43.5
	Standard Deviation	15.13	16.45	16.57	21.54	19.17	15.67	16.93	17.37	13.78	19.77	17.65	16.50	15.85	19.28	18.43					
Total Mathematics	Mean	44.67	48.76	48.18	61.50	59.05	66.93	38.99	43.40	37.21	56.11	43.22	46.91	38.25	48.81	40.83	47.90	48.65		45.83	49.3
	Standard Deviation	14.37	16.09	18.29	27.88	23.80	18.57	17.91	21.68	13.46	21.72	17.11	21.38	14.65	20.86	18.12					
Language	Mean	15.46	16.38	15.85	17.40	17.72	20.07	14.36	14.96	14.00	19.29	15.33	19.14	12.75	16.21	10.41	15.85	16.12		16.24	17.53
	Standard Deviation	5.04	7.50	7.33	11.40	8.63	9.52	7.90	9.13	6.07	9.74	7.60	7.34	4.52	8.76	6.15					
Spelling	Mean	16.21	19.92	22.67	22.20	23.84	25.93	16.52	17.55	10.38	23.91	17.30	21.38	13.31	16.59	15.15	18.43	19.04		15.73	18.9
	Standard Deviation	11.91	12.18	11.74	13.50	12.57	7.48	12.80	13.17	11.49	12.47	11.95	11.43	11.85	13.56	12.15					
Raven's Progressive Matrices	Mean	17.37	18.43	18.26	19.00	18.34	23.93	16.98	17.50	10.47	21.98	20.00	20.19	18.32	19.76	19.28	18.73	18.81		18.26	19.0
	Standard Deviation	4.59	4.76	4.60	6.04	4.72	2.28	4.05	4.57	5.08	3.91	4.84	4.38	4.87	5.04	4.96					
Coopersmith's Self-Esteem	Mean	35.58	36.70	36.63	36.10	36.16	39.40	34.66	35.33	35.28	38.11	36.24	36.67	35.63	38.74	32.52	36.02	36.63		35.25	36.5
	Standard Deviation	7.95	7.40	8.34	10.37	7.08	6.43	8.37	7.63	7.13	8.36	6.92	6.57	7.03	5.94	7.43					
IARS - Locus Negative	Mean	10.46	10.92	10.89	10.25	10.85	10.40	10.22	9.85	9.47	10.33	8.70	11.05	9.65	10.07	9.69	10.18	10.08		9.69	9.9
	Standard Deviation	2.72	2.66	2.33	2.69	2.87	2.64	2.31	3.27	2.78	2.40	2.63	2.11	2.35	3.13	3.32					
IARS - Locus Positive	Mean	16.30	16.16	15.89	16.45	15.81	16.47	15.30	14.72	15.40	16.71	15.33	16.57	14.76	15.88	15.85	15.90	15.58		15.13	15.6
	Standard Deviation	2.02	2.65	2.02	2.01	2.91	1.96	2.99	3.33	2.95	1.69	2.94	3.06	3.51	2.53	2.33					
Word Knowledge	Mean	20.28	22.19	26.04	28.00	27.63	34.73	19.45	20.56	17.72	29.11	23.46	25.29	18.39	21.69	19.39	23.05	23.11		21.42	24.6
	Standard Deviation	9.72	9.53	10.78	12.13	11.22	8.42	10.38	11.26	8.14	11.78	10.35	9.60	9.91	11.39	11.70					
Reading	Mean	16.84	18.73	19.44	21.55	21.40	28.13	15.94	15.94	14.00	21.18	17.89	19.29	15.99	17.19	14.37	18.30	18.23		16.94	18.9
	Standard Deviation	6.30	7.74	7.05	10.28	8.72	7.83	7.39	7.06	6.29	9.09	8.15	7.60	6.71	8.76	7.86					
Mathematics Computations	Mean	18.49	16.73	16.93	23.20	23.37	21.53	14.57	15.98	15.23	21.04	15.56	19.38	14.34	17.43	16.26	18.33	17.81		17.7	18.0
	Standard Deviation	5.34	6.12	7.31	8.83	8.78	8.06	6.06	7.63	6.25	7.18	6.82	7.20	6.05	7.12	6.27					
Mathematics Concepts	Mean	13.91	17.84	17.18	22.35	19.77	25.53	13.81	15.40	12.02	18.98	15.22	14.76	13.45	17.62	14.72	16.50	17.17		15.49	17.3
	Standard Deviation	6.18	6.23	7.40	10.37	8.73	6.13	7.74	8.46	5.18	8.85	7.33	8.42	6.18	8.40	8.14					
Mathematics Problem Solving	Mean	12.28	14.19	14.07	15.95	15.91	19.87	10.60	12.02	9.96	16.09	12.43	12.76	10.46	13.76	9.85	13.08	13.66		12.63	13.9
	Standard Deviation	5.71	6.19	5.82	10.32	8.04	6.19	6.51	7.27	4.28	7.45	5.68	9.24	4.68	7.33	6.30					
Language Part A	Mean	7.21	7.11	7.82	8.80	8.31	9.60	7.10	7.07	6.57	8.80	6.87	8.91	6.49	7.48	5.98	7.68	7.36		7.37	7.8
	Standard Deviation	2.66	3.40	3.18	3.29	3.01	2.44	3.54	3.59	3.10	3.25	3.21	3.08	2.66	3.61	3.70					
Language Part B	Mean	8.26	9.27	8.04	8.60	9.42	10.47	7.26	7.89	7.43	10.49	8.46	10.24	6.25	8.74	4.43	8.17	8.75		8.87	9.7
	Standard Deviation	3.59	5.46	5.25	8.71	6.66	8.16	5.60	6.81	4.39	7.77	5.38	5.46	3.64	6.22	3.98					
BEST MATCH SITE		Kansas City, MO			San Jose, CA			Jacksonville, FL			E. St. Louis, IL			Fresno, CA							

Table A13-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE SELF-SPONSORED MODEL

	DETROIT, MI		NEW YORK, NY		PHILADELPHIA, PA		PORTLAND, OR		SAN DIEGO, CA	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian										
Percent				0						
Number				1						
Black										
Percent	100	100	10	78	99	83	91	69	62	63
Number	43	37	2	190	85	103	41	31	44	26
Oriental										
Percent				12		2			1	2
Number				29		2			1	1
Mexican American										
Percent									32	27
Number									23	11
Puerto Rican										
Percent			35	8	1	14				
Number			7	20	1	17				
Other Spanish										
Surname Percent			5	0					3	
Number			1	1					2	
White										
Percent			50			1	9	31	1	2
Number			10			1	4	14	1	1
Other										
Percent				2		1				5
Number				4		1				2

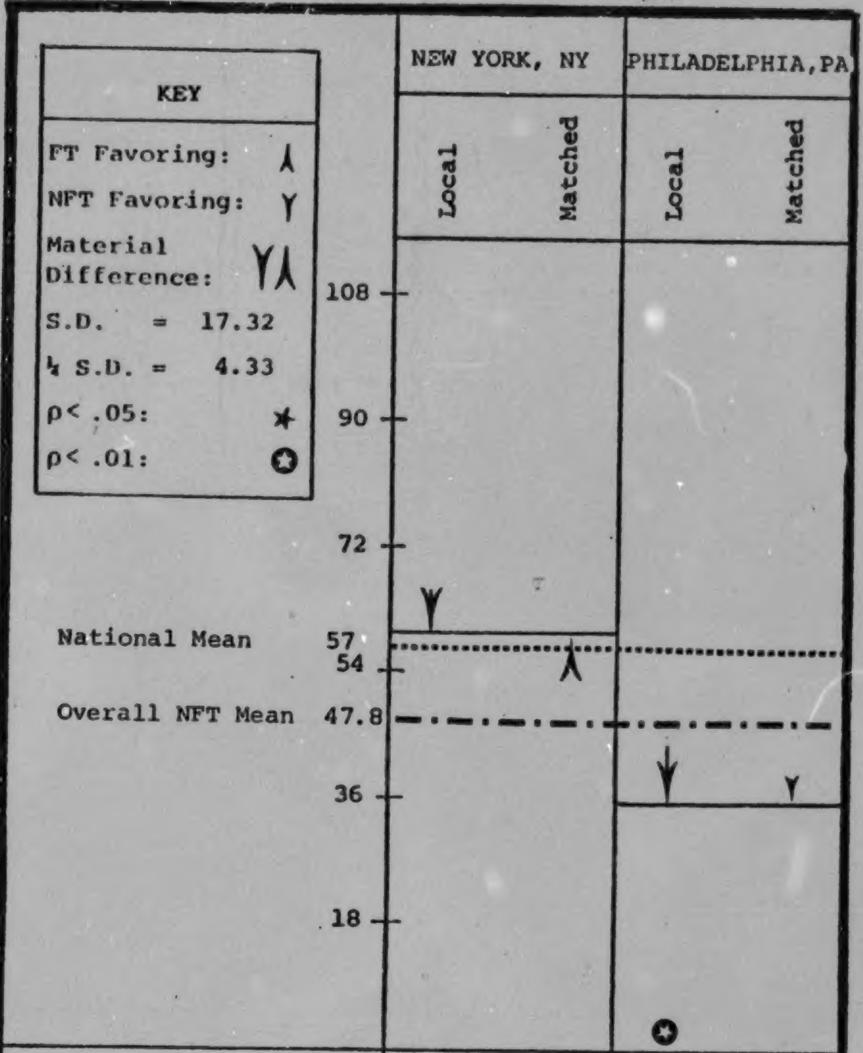
Table A13-17

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN SELF-SPONSORED MODEL

	NEW YORK, NY			PHILADELPHIA, PA			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match
Children in Analytic Sample									
Number	14	48	38	101	131	36	58	90	
Fall Kindergarten WRAT									
Mean Score	36.6	33.3	31.5	25.3	28.2	25.3	31.0	30.8	
Percent with Preschool	92	67	51	79	60	39	86	64	
Number Responding	12	46	37	61	55	36			
Children's Ethnicity									
Percent Black	36	16	45	100	99	94	68	58	
Percent White	29	0	50	0	0	0	14	0	
Percent Other	36	84	5	0	1	6	18	42	
Family Income in Median Dollars	5200	5080	5700	4733	5700	4950	4966	5390	
Number Responding	11	45	35	32	42	35			
Mother's Education									
Percent High School Graduates	64	13	68	40	46	41	52	30	
Number Responding	11	46	34	30	43	32			
Female Heads of Household									
Percent	33	20	38	52	44	39	42	32	
Teachers									
Number	5		14	6	11	12	6	6	
Teacher Education									
Percent B.A. or Less	20		21	17	27	58	18		
Percent More than B.A.	20		14	50	54	17	35		
Percent More than M.A.	60		64	33	18	25	46		
Teaching Experience									
Total Years	11.8		9.6	13.0	11.5	10.8	12.4		
BEST MATCH SITE	Providence, RI			Trenton, NJ					

Table A13-18

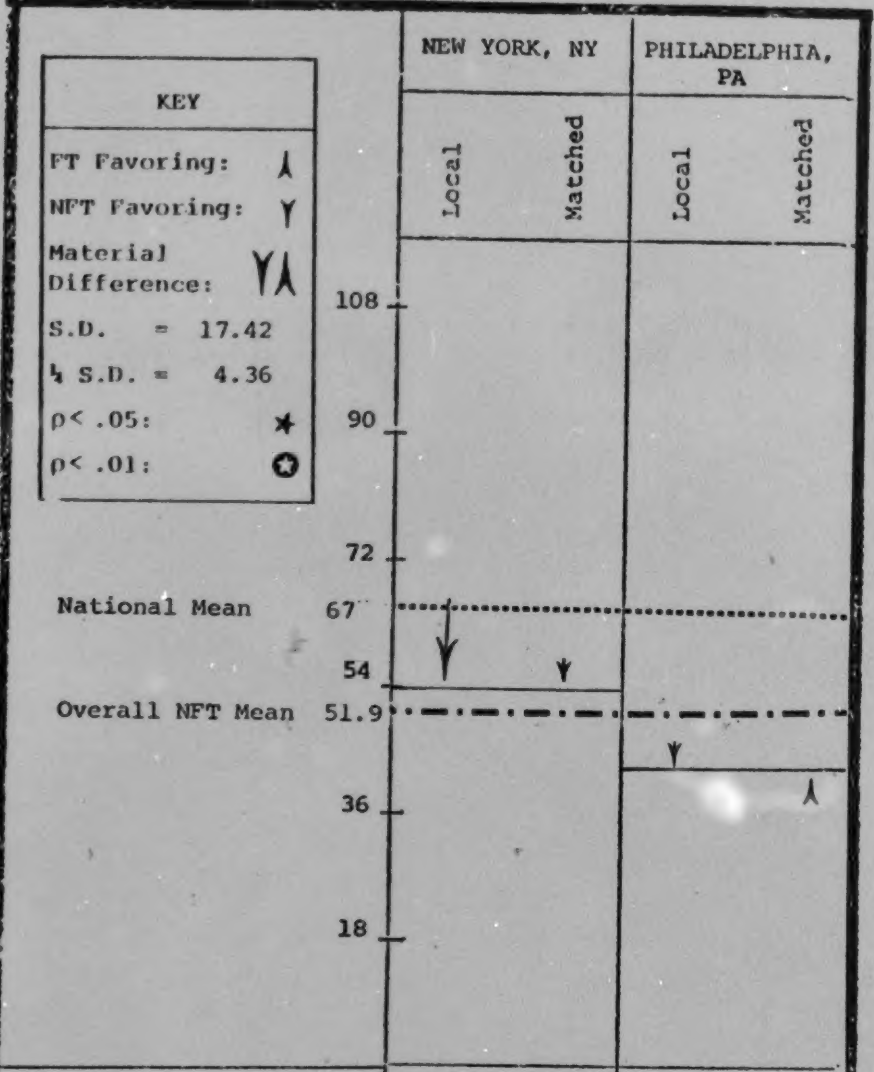
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN SELF-SPONSORED MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched
Magnitude of Effect	-5.39	4.36	-7.55	- .15
Standard Error	6.01	5.26	1.97	3.34
FT Mean	60.6		35.4	
No. of FT Children	14		101	
Matched NFT Site	Providence, RI		Trenton, NJ	

Table A13-19

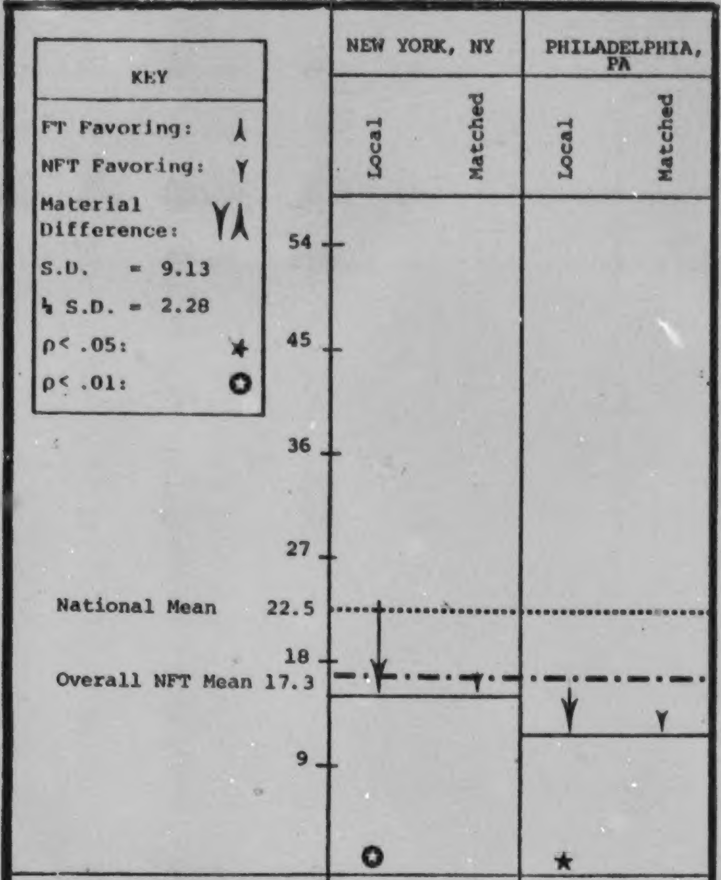
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN SELF-SPONSORED MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched
Magnitude of Effect	-9.97	-1.17	-2.26	.68
Standard Error	6.09	6.51	2.32	3.79
FT Mean	53.9		42.2	
No. of FT Children	14		101	
Matched NFT Site	Providence, RI		Trenton, NJ	

Table A13-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN SELF-SPONSORED MODEL



	NEW YORK, NY Local	NEW YORK, NY Matched	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched
Magnitude of Effect	-8.90	-1.23	-3.22	-1.06
Standard Error	3.15	3.29	1.18	1.96
FT Mean	15.1		12.6	
No. of FT Children	14		101	
Matched NFT Site	Providence, RI		Trenton, NJ	

Table A13-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT III SITES IN SELF-SPONSORED MODEL

	MAT Norm Population	New York, NY		Philadelphia PA	
		FT	NFT	FT	NFT
Reading					
Spring Second Grade Median	52.5	53.5	52.8	43.0	49.1
Percentile of Median	50.0	31.2	23.6	6.0	14.2
Grade Equivalent	2.65	2.8	2.7	2.0	2.4
Fall Kindergarten Median	-	25.3	20.5	18.6	18.9
Mathematics					
Spring Second Grade Median	57.0	47.5	53.8	45.0	49.8
Percentile of Median	50.0	3.5	8.8	1.7	5.2
Grade Equivalent	2.7	2.0	2.4	2.0	2.2
Fall Kindergarten Median	-	20.3	11.6	9.4	9.8
Spelling					
Spring Second Grade Median	56.5	54.5	58.5	47.7	54.8
Percentile of Median	50.0	22.5	34.0	11.4	22.8
Grade Equivalent	2.85	2.4	2.8	1.9	2.5
Fall Kindergarten Median	-	19.2	24.3	18.6	19.2

Table A13-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE SELF-SPONSORED MODEL

	NEW YORK, NY			PHILADELPHIA, PA			SPONSOR'S SITES		
	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match
Fall Kindergarten WRAT									
Mean	36.6	33.3	31.5	25.3	28.2	25.3	31.0	30.8	
Standard Deviation	9.6	14.4	13.2	11.4	12.0	9.2			
Highest Occupation in Household *Mean*	15.5	13.4	15.7	13.3	14.1	13.4	14.4	13.8	
Standard Deviation	3.0	1.7	2.6	1.9	2.1	1.7			
Family Income in Dollars									
Mean	6445	5831	6105	5181	5881	5348	5813	5856	
Standard Deviation	3026	2309	3197	2320	2668	2689			
Missing Income Information *No. Missing*	3	3	3	69	89	1			
Valid Cases	11	45	35	32	42	35			
Ethnic Membership/Race									
Percent White	29	0	50	0	0	0	14	0	
Percent Black	36	16	45	100	99	94	68	58	
Sex (Percent Male)	71	56	47	45	45	53	58	50	
Entry Age in Months									
Mean	63.2	63.7	62.9	62.9	62.0	63.3	63.0	62.8	
Standard Deviation	3.8	3.0	3.2	3.6	3.6	3.4			
Percent with English as First Language	86	22	94	100	100	100	93	61	
BEST MATCHED SITE	Providence, RI			Trenton, NJ					

Table A13-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE SELF-SPONSORED MODEL

	NEW YORK, NY			PHILIDELPHIA, PA			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match				
Spelling										
Mean	15.1	22.1	18.4	12.6	17.5	14.3	13.8	19.8	16.4	15.8
Standard Deviation	11.4	8.5	9.5	10.3	10.0	9.0				
Total Reading										
Mean	60.6	55.7	52.3	35.4	45.8	37.3	48.0	50.8	43.2	46.5
Standard Deviation	21.3	17.4	21.0	17.0	17.8	13.3				
Total Mathematics										
Mean	53.9	57.6	52.4	42.2	47.4	42.8	48.0	52.5	48.3	51.4
Standard Deviation	28.0	18.4	22.3	18.6	20.4	14.4				
BEST MATCH SITE	Providence, RI			Trenton, NJ						

Table A13-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE SELF-SPONSORED MODEL

	NEW YORK, NY		PHILADELPHIA, PA	
	FT	**NFT**	**FT**	**NFT**
American Indian				
Percent	7			
Number	1			
Black				
Percent	36	16	100	99
Number	5	7	101	130
Oriental				
Percent		42		
Number		19		
Mexican American				
Percent				
Number				
Puerto Rican				
Percent	29	20		
Number	4	9		
Other Spanish Surname				
Percent				
Number				
White				
Percent	29			
Number	4			
Other				
Percent		22		1
Number		10		1

Table A13a-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE DETROIT SITE IN SELF-SPONSORED MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
NOINC = Missing Income
PO215622 = Income
SEX = Sex
ENTAGE = Entry Age
OCCUP = Occupation
NOOCC = Missing Occupation

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.49669632	.17975377
NOWRAT	-11.102142	16.831729
NOINC	3.3279144	6.5438396
P0215622	.79215537E-03	.75213754E-03
SEX	-1.3776691	3.8299471
ENTAGE	-.58001294	.54438262
OCCUP	-1.1507437	1.2245089
NOOCC	-2.8330107	5.6994111

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.47497630	.16839246
NOWRAT	-19.242920	15.757982
NOINC	4.4147452	5.1302372
P0215622	.68938385E-03	.71396475E-03
SEX	2.2543981	3.5859579
ENTAGE	.96650222E-01	.50969396
OCCUP	-.96202697	1.1471140
NOOCC	-3.9288756	5.3363702

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.40273309	.13091284
NOWRAT	-9.1502745	12.258377
NOINC	1.6242959	4.7658117
P0215622	.10046440E-02	.55545700E-03
SEX	-4.3164915	2.7885977
ENTAGE	-.47556774	.39624983
OCCUP	-.96599025	.89179739
NOOCC	-1.4385224	4.1486391

MAT Language

VARIABLE	B	STD ERROR B
FKW	.12088221	.69708678E-01
NOWRAT	8.1748237	6.5273598
NOINC	4.3448393	2.5377070
P0215622	.56682274E-03	.29555763E-03
SEX	-.86644262E-01	1.4849770
ENTAGE	-.43045403E-01	.21099574
OCCUP	-.78412743	.47486569
NOOCC	-2.6956815	2.2090734

Raven's

VARIABLE	B	STD ERROR B
FKW	.11278637	.52184807E-01
NOWRAT	-5.6800368	4.8864734
NOINC	1.7310799	1.2997632
P0215622	.10539361E-03	.22125861E-03
SEX	.65428353	1.1115998
ENTAGE	-.39552015E-01	.15795438
OCCUP	.71487654E-01	.35549114
NOOCC	-2.2767937	1.6537434

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.86676859E-01	.84090548E-01
NOWRAT	-7.5017329	8.2485977
NOINC	1.6351720	3.2068898
P0215622	.40516154E-03	.37349494E-03
SEX	-1.8031730	1.8754329
ENTAGE	.30499359	.25483444
OCCUP	-.39648855	.50008581
NOOCC	-3.4933643	2.7915970

IARS(+)

VARIABLE	B	STD ERROR B
FKW	-.27151957E-01	.27449300E-01
NOWRAT	1.3443138	2.5702975
NOINC	.62947915	.99925031
P0215622	.11968354E-03	.11638259E-03
SEX	.38445215	.58473434
ENTAGE	-.74811312E-01	.33084409E-01
OCCUP	-.70679691E-02	.10498925
NOOCC	-1.4634168	.80987330

Table A13a-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FRW	.15205807E-01	.32532458E-01
NOWRAT	.72485267	3.0462443
NOINC	.10818734	1.1843267
P0215622	.37321345E-04	.13793428E-03
SEX	-.11815368	.69297967
ENTAGE	.78841169E-01	.94659940E-01
OCCUP	.51675123E-01	.22161585
NOOCC	-.18880056	1.0309561

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FRW	.32520827	.10702514
NOWRAT	-7.2148070	10.021587
NOINC	.86764628	3.4961927
P0215622	.41477832E-03	.45377559E-03
SEX	-1.4823480	2.2797615
ENTAGE	-.53594505	.32394601
OCCUP	-.97389345	.72937086
NOOCC	-2.4550695	3.3916349

MAT Reading

VARIABLE	B	STD ERROR B
FRW	.17136805	.82170156E-01
NOWRAT	-3.9773354	7.6942239
NOINC	2.4612591	2.9913604
P0215622	.37757709E-03	.34839302E-03
SEX	.13467894	1.7503211
ENTAGE	-.44747880E-01	.24871441
OCCUP	-.17645022	.55975510
NOOCC	-.37794109	2.6039786

MAT Math Concepts

VARIABLE	B	STD ERROR B
FRW	.19310490	.58257944E-01
NOWRAT	-6.4256695	6.3915164
NOINC	.25844799	2.4848039
P0215622	.40320558E-03	.25940667E-03
SEX	.24802785	1.4539746
ENTAGE	.57577713E-02	.20650463
OCCUP	-.73743979	.46498308
NOOCC	-1.3198418	2.1630995

MAT Math Computations

VARIABLE	B	STD ERROR B
FRW	.10944040	.54449127E-01
NOWRAT	-8.4442064	6.0348676
NOINC	2.9925237	2.3402358
P0215622	.77646733E-04	.27325768E-03
SEX	1.6917615	1.3728423
ENTAGE	.65545237E-01	.19507602
OCCUP	.73117732E-01	.43903686
NOOCC	-.86078354	2.0423978

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FRW	.17223106	.68718651E-01
NOWRAT	-4.3900445	6.4346560
NOINC	1.1657735	2.5016656
P0215622	.20140153E-03	.29136002E-03
SEX	.31310984	1.4637882
ENTAGE	.25337215E-01	.20799911
OCCUP	-.97704923E-01	.46812148
NOOCC	-1.7482503	2.1776994

MAT Language Part A

VARIABLE	B	STD ERROR B
FRW	.51986288E-01	.33578976E-01
NOWRAT	2.2079962	3.1442579
NOINC	2.3085095	1.2224248
P0215622	.27952232E-03	.14237141E-03
SEX	.31997494	.71527175
ENTAGE	.38080973E-02	.10163757
OCCUP	-.32430216	.22574429
NOOCC	-.99912475	1.0641204

MAT Language Part B

VARIABLE	B	STD ERROR B
FRW	.69895019E-01	.52873930E-01
NOWRAT	5.7662565	4.9509928
NOINC	2.5343798	1.9248470
P0215622	.28930047E-03	.22418003E-03
SEX	-.40063920	1.1292770
ENTAGE	-.51863500E-01	.16003996
OCCUP	-.45782524	.36018493
NOOCC	-1.6965567	1.6755789

Table A13b-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE NEW YORK SITE IN SELF-SPONSORED MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
ETH2 = White vs. Other
SEX = Sex
ENTAGE = Entry Age
P0215622 = Income
OCCUP = Occupation
NOINC = Missing Occupation
ETH1 = White vs. Black
LANG = First Language
NOOCC = Missing Occupation

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.67173942	.11171749
NOWRAT	-10.352702	6.4102477
ETH2	.50551345	5.6414532
SEX	2.0445500	3.2606220
ENTAGE	.19241307	.45897210
P0215622	.39933913E-03	.59846027E-03
OCCUP	.53458045	.72048210
NOINC	-8.2343100	8.9716020
ETH1	5.9899333	6.6946799
LANG	1.3603108	10.236272
NOOCC	8.3061963	9.1345909

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.76784351	.13996552
NOWRAT	-6.6534302	8.0373585
ETH2	-4.3073903	7.5690492
SEX	2.5573949	4.0925952
ENTAGE	.95894485E-01	.57502431
P0215622	.52013130E-03	.74978739E-03
OCCUP	1.3419681	.90215660
NOINC	-7.2232687	11.240093
ETH1	10.970223	8.6380143
LANG	8.0219754	12.864538
NOOCC	3.6831609	11.443041

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.30115274	.75486656E-01
NOWRAT	-7.5493304	4.3921580
ETH2	.23524944	4.1362420
SEX	-1.0209301	2.2304717
ENTAGE	.44259756E-01	.31423299
P0215622	.92505619E-04	.40973197E-03
OCCUP	.43771443	.49299957
NOINC	-5.5500878	6.1423495
ETH1	2.2452120	4.7203982
LANG	-3.1699427	7.0081975
NOOCC	3.4843183	6.2532542

MAT Language

VARIABLE	B	STD ERROR B
FKW	.31428805	.50381462E-01
NOWRAT	-2.0930777	2.8930973
ETH2	2.0509087	2.7245245
SEX	.44359342	1.4731952
ENTAGE	-.56352108E-01	.20698359
P0215622	.16954[illegible]3E-03	.25988285E-03
OCCUP	.33807234	.32473689
NOINC	-2.5263341	4.0459416
ETH1	3.1394303	3.1093078
LANG	1.7381125	4.6162723
NOOCC	1.5796811	4.1159941

Raven's

VARIABLE	B	STD ERROR B
FKW	.10504156	.30127138E-01
NOWRAT	-1.3103767	1.7340141
ETH2	-.88335486	1.6292143
SEX	1.3506544	.84091825
ENTAGE	-.29840621E-01	.12377217
P0215622	-.54801820E-04	.16138830E-03
OCCUP	.96547224E-01	.14418437
NOINC	1.8615779	2.4193947
ETH1	2.0863197	1.9593358
LANG	1.6184280	2.7604414
NOOCC	-2.2210490	2.4630787

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.68927942E-01	.49921140E-01
NOWRAT	-4.5034390	2.8666639
ETH2	-.63592148	2.5996332
SEX	-1.0349878	1.4596954
ENTAGE	-.31592239E-01	.20619243
P0215622	.12135795E-03	.25749995E-03
OCCUP	-.33592778E-01	.32174926
NOINC	1.1747725	4.0069750
ETH1	1.4307909	3.0808089
LANG	2.3770312	4.3740947
NOOCC	-3.1871545	4.0813600

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.41201294E-01	.19123077E-01
NOWRAT	-.10791551	1.0984652
ETH2	-.42442707	1.0344614
SEX	-.56426475	.55933469
ENTAGE	.39272982E-01	.76958930E-01
P0215622	.24139145E-04	.10247270E-03
OCCUP	.85772134E-01	.12329748
NOINC	.60738892	1.5301827
ETH1	.70790282	1.1805571
LANG	.34292849	1.7527286
NOOCC	-1.2011261	1.5639196

Table A13b-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.23376630E-01	.19790486E-01
NOWRAT	.35386198	1.1364458
ETH2	-1.0949778	1.0702290
SEX	.10488494	.57867428
ENTAGE	.50793701E-01	.81305912E-01
P0215622	.36086520E-04	.10601581E-03
OCCUP	.47723717E-01	.12756082
NOINC	-.92188593	1.5892979
ETH1	-.33763579	1.2213761
LANG	.67309799	1.8133311
NOOCC	.87247900	1.6179938

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.38527594	.65802108E-01
NOWRAT	-7.5268389	3.7820555
ETH2	-.21805920	3.5616881
SEX	1.4232271	1.9250006
ENTAGE	.31270730E-01	.27058316
P0215622	.13097725E-03	.35261726E-03
OCCUP	.24800648	.42451837
NOINC	-4.9205028	5.2891328
ETH1	3.9852107	4.0647008
LANG	2.1254001	6.0347083
NOOCC	3.7460888	5.3846320

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.28646348	.52231926E-01
NOWRAT	-2.3258630	2.5993581
ETH2	.72357265	2.8245958
SEX	.62132287	1.5272528
ENTAGE	.16114234	.21436590
P0215622	.23876188E-03	.27950141E-03
OCCUP	.28647397	.33666418
NOINC	-3.2838072	4.1945453
ETH1	3.0047228	3.2235098
LANG	-.76508927	4.7858237
NOOCC	2.2561072	4.2702309

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	.28740119	.50971002E-01
NOWRAT	-3.0567063	2.9299510
ETH2	-1.5252609	2.7504076
SEX	1.6230003	1.4903934
ENTAGE	-.46558525E-01	.21940541
P0215622	.15249211E-03	.27304496E-03
OCCUP	.51703943	.32853691
NOINC	-.85190231	4.0932854
ETH1	4.3829925	3.1436915
LANG	4.3613703	4.6702598
NOOCC	.13590794	4.1671927

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.23670558	.53359652E-01
NOWRAT	-1.9548748	3.0641164
ETH2	-2.1998961	2.4855809
SEX	-.41319084	1.5612375
ENTAGE	.88222223E-01	.21921897
P0215622	.14194572E-03	.22594279E-03
OCCUP	.45023888	.34393300
NOINC	-2.4287685	4.2851086
ETH1	3.7127209	3.2931078
LANG	1.1059537	4.8891532
NOOCC	.82618419	4.3624794

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.24373675	.49440488E-01
NOWRAT	-1.6418491	2.3390630
ETH2	-.58223318	2.6736405
SEX	1.3475894	1.4456411
ENTAGE	.54190785E-01	.20311776
P0215622	.22544346E-03	.26484814E-03
OCCUP	.37343382	.31667179
NOINC	-3.9443988	3.9783757
ETH1	3.1743097	3.0512354
LANG	2.5549513	4.5300943
NOOCC	2.7177787	4.0420637

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.92944235E-01	.18470782E-01
NOWRAT	-.51090101	1.0806634
ETH2	.47931104	.99886214
SEX	.14189059E-01	.54008612
ENTAGE	.40756759E-01	.75894037E-01
P0215622	.73191643E-05	.78946277E-04
OCCUP	.12345223	.11905459
NOINC	-1.1984121	1.4833175
ETH1	.54836472	1.1399302
LANG	.70911160	1.6924114
NOOCC	.81936056	1.5160999

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.22134382	.41814191E-01
NOWRAT	-1.5830757	2.4011317
ETH2	1.5715977	2.2612260
SEX	.42740436	1.2225480
ENTAGE	-.97109077E-01	.17178642
P0215622	.15902441E-03	.22399477E-03
OCCUP	.21462010	.26951601
NOINC	-1.3279220	3.3579370
ETH1	2.5910656	2.5805740
LANG	1.0290009	3.8312841
NOOCC	.75032053	3.4185670

Table A13c-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE PHILADELPHIA SITE IN SELF-SPONSORED MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
SEX = Sex
PO215622 = Income
ETH1 = White vs. Black
OCCUP = Occupation
NOOCC = Missing Occupation
ENTAGE = Entry Age
LANG = First Language
ETH2 = White vs. Other
NOINC = Missing Income

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.61215398	.12530058
NOWRAT	-4.4262469	5.0079108
SEX	-.64338391	3.1968716
PO215622	.32068198E-03	.73006943E-03
ETH1	3.6671480	8.2580448
OCCUP	.37837734	.75740331
NOOCC	-2.5494277	7.0674342
ENTAGE	.85197482E-01	.48927339
LANG	-5.5544081	10.433361
ETH2	11.217423	9.5374362
NOINC	1.3820738	7.1795800

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.67383519	.14135105
NOWRAT	-4.5421450	5.0295929
SEX	1.0258407	3.5919690
PO215622	-.21792547E-03	.82184024E-03
ETH1	-14.754247	9.2900995
OCCUP	.27759519	.85238153
NOOCC	-5.3973394	7.9580728
ENTAGE	.75114059	.55077579
LANG	-8.1386677	11.744850
ETH2	-3.2354083	10.734558
NOINC	4.1916754	2.0840641

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.42432721	.94908097E-01
NOWRAT	-4.9612745	3.0677484
SEX	-2.8077943	2.4675591
PO215622	.31972448E-04	.55403442E-03
ETH1	3.1590447	5.3404798
OCCUP	.16634935	.55552797
NOOCC	.79973995	7.4675968
ENTAGE	.50716117	.37841002
LANG	-5.2117914	9.0692891
ETH2	11.571891	7.3779166
NOINC	-1.1155839	3.3527749

MAT Language

VARIABLE	B	STD ERROR B
FKW	.28019449	.64497099E-01
NOWRAT	-2.1607467	2.5791441
SEX	-.57584275	1.6424662
PO215622	.90015009E-04	.37579524E-03
ETH1	1.2036804	4.2507301
OCCUP	.31545644	.38976057
NOOCC	-3.9256445	3.0709133
ENTAGE	.40671194E-01	.25154812
LANG	-.10939860	5.3704584
ETH2	2.6749306	4.9103203
NOINC	2.4367842	3.6956102

Raven's

VARIABLE	B	STD ERROR B
FKW	.11847628	.34723591E-01
NOWRAT	-2.0516081	1.3858625
SEX	1.5547389	.81426065
PO215622	-.65063491E-04	.21231833E-03
ETH1	1.3100755	2.2854242
OCCUP	.42946642E-01	.21983689
NOOCC	-.36772792	1.9549940
ENTAGE	-.63141911E-01	.13558844
LANG	-.85408483	2.0913143
ETH2	-.12343093	2.4435820
NOINC	.57164275	1.9894109

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.12764400	.59827389E-01
NOWRAT	-2.7524023	2.7749296
SEX	1.4333370	1.7705643
PO215622	-.10880177E-03	.40510446E-03
ETH1	-3.2458049	4.5822419
OCCUP	.30126644	.42015897
NOOCC	.24953461	3.4227219
ENTAGE	.15359501	.27149038
LANG	-2.7932114	5.7893139
ETH2	-.15454317	5.2932885
NOINC	.72375904	3.9838401

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.54790926E-01	.27593669E-01
NOWRAT	-1.4150523	1.1012936
SEX	-.91119125E-01	.71269314
PO215622	-.18634401E-04	.15017575E-03
ETH1	-.17642308	1.0185551
OCCUP	.39428488E-01	.16475051
NOOCC	-.48321792E-01	1.5568205
ENTAGE	.25716944E-01	.10714749
LANG	.71818805	2.2975328
ETH2	.11289060	2.1037728
NOINC	.15649573	1.5810857

Table A13c-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FRW	.44024069E-01	.24396246E-01
NOWRAT	-.67734006	.97368627
SEX	-.12946202	.62126841
PU215622	-.33261940E-04	.14214592E-03
ETH1	-.35201359	1.6078541
OCCUP	.27421592E-01	.14742085
NUOCC	.21552396	1.3764315
ENTAGE	.65407750E-01	.93262402E-01
LANG	-2.9583322	2.0313941
ETH2	3.4783910	1.8573453
NUINC	.40228176	1.3978771

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FRW	.36411125	.82314407E-01
NOWRAT	-1.8547322	3.2352743
SEX	-.47121905	2.6901971
PU215622	.18739473E-03	.47900859E-03
ETH1	2.2460447	5.4220035
OCCUP	.21693522	.49743183
NUOCC	-.31062331	4.6441429
ENTAGE	.75061808E-01	.32142110
LANG	-5.0660740	6.2540462
ETH2	8.4357122	6.2667951
NUINC	-.37458724	4.7105216

MAT Reading

VARIABLE	B	STD ERROR B
FRW	.24804273	.53046391E-01
NOWRAT	-2.5715147	2.1171512
SEX	-.17236685	1.3508655
PU215622	.13398725E-03	.30907718E-03
ETH1	1.4411433	3.4960491
OCCUP	.15144212	.32056312
NUOCC	-2.3355943	2.9028571
ENTAGE	.10345874E-01	.20713542
LANG	-.49533390	4.4109961
ETH2	2.7917111	4.0385502
NUINC	1.7566611	3.0394977

MAT Math Concepts

VARIABLE	B	STD ERROR B
FRW	.23254255	.51262279E-01
NOWRAT	-2.1468092	2.4459582
SEX	1.2385143	1.5620981
PU215622	-.53013361E-04	.35674742E-03
ETH1	-6.6196510	4.0375445
OCCUP	.13247594	.37021232
NUOCC	-1.1719568	3.4504059
ENTAGE	.33487407	.23921640
LANG	-2.9978020	5.1011057
ETH2	-3.1989480	4.5640456
NUINC	.47102734	3.5102597

MAT Math Computations

VARIABLE	B	STD ERROR B
FRW	.23168352	.51533929E-01
NOWRAT	-1.3187130	2.0567899
SEX	.59122361E-01	1.3123470
PU215622	-.85707097E-04	.30026417E-03
ETH1	-3.1240402	3.3963824
OCCUP	.63379135E-01	.31142240
NUOCC	-1.7350503	2.9075296
ENTAGE	.25888259	.20122917
LANG	-2.2928749	4.2910501
ETH2	1.6231851	3.9243952
NUINC	1.4986741	2.9528296

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FRW	.23957912	.49952612E-01
NOWRAT	-1.0765178	1.9936745
SEX	.32820407	1.2720801
PU215622	-.69115031E-04	.29105114E-03
ETH1	-5.0125555	3.2921709
OCCUP	.24740075E-01	.30186719
NUOCC	-3.0908331	2.8103167
ENTAGE	.15739392	.19505684
LANG	-2.8520098	4.1593875
ETH2	-1.6587049	3.8030133
NUINC	2.1211743	2.8422277

MAT Language Part A

VARIABLE	B	STD ERROR B
FRW	.11711237	.27622079E-01
NOWRAT	-.92012667	1.1024603
SEX	-.35263056	.70343944
PU215622	.67440998E-04	.16074656E-03
ETH1	.44207415	1.9265165
OCCUP	.82079653E-01	.18672741
NUOCC	.36046950	1.5594829
ENTAGE	.40915673E-01	.10784213
LANG	.50912465E-01	2.3040730
ETH2	1.7415776	2.1030043
NUINC	-.37170738	1.5827649

MAT Language Part B

VARIABLE	B	STD ERROR B
FRW	.16308212	.49001171E-01
NOWRAT	-1.2506291	1.9940141
SEX	-.22021217	1.2722381
PU215622	.22545011E-04	.29110101E-03
ETH1	.76073421	3.2967350
OCCUP	.23258379	.30191292
NUOCC	-4.2951344	2.8107996
ENTAGE	.19766521E-01	.19560826
LANG	-.16031135	4.1601091
ETH2	.03375302	3.8036649
NUINC	2.9025716	2.8627181

Table A13d-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE PORTLAND SITE IN SELF-SPONSORED MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
PO215622 = Income
SEX = Sex
OCCUP = Occupation
NOINC = Missing Income
ENTAGE = Entry Age
ETH1 = White vs. Black
NOOCC = Missing Occupation
ETH2 = White vs. Other

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.85652919	.15468672
NOWRAT	-9.1214445	18.313380
PO215622	-.67241467E-03	.75609151E-03
SEX	1.6001705	3.9184957
OCCUP	.48708148	.89538751
NOINC	2.4719998	9.5707075
ENTAGE	-.97502754	.59209247
ETH1	13.914971	18.914848
NOOCC	-5.7865842	9.7044111
ETH2	-30.153117	30.158140

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.77155110	.16677481
NOWRAT	-8.1887001	19.492516
PO215622	-.48900335E-03	.80477366E-03
SEX	-.11505152	4.1767943
OCCUP	.77285723E-02	.95363846
NOINC	-13.049597	10.186933
ENTAGE	-.56332601	.63021529
ETH1	2.6777761	19.174762
NOOCC	8.7643292	10.339245
ETH2	-.12242637	38.486239

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.56002682	.11098313
NOWRAT	-1.5581759	11.802833
PO215622	-.32229869E-03	.46729519E-03
SEX	-1.3351299	2.5254404
OCCUP	-.27177236	.57757036
NOINC	-.35141299	6.1682475
ENTAGE	-.76210062	.38159906
ETH1	1.6362642	11.610431
NOOCC	-5.0545784	6.2544105
ETH2	-8.0141320	23.303644

MAT Language

VARIABLE	B	STD ERROR B
FKW	.28416350	.82908990E-01
NOWRAT	-8.0533217	9.6903411
PO215622	-.11232777E-03	.43047822E-03
SEX	-.67599475	2.3734376
OCCUP	.26082156	.47378530
NOINC	-.11718313	5.0642437
ENTAGE	-.46301598	.31329978
ETH1	.18577745	9.5323756
NOOCC	-.54979447E-01	5.1349916
ETH2	1.1183643	19.132716

Raven's

VARIABLE	B	STD ERROR B
FKW	.12453240	.39432798E-01
NOWRAT	.34253236	4.6088282
PO215622	-.12292550E-03	.19028142E-03
SEX	-.60553885	.96414638
OCCUP	-.35062597E-01	.22533728
NOINC	.46680378	2.4086076
ENTAGE	.97923980E-01	.14900248
ETH1	3.2848571	4.5336982
NOOCC	-2.3565073	2.4422561
ETH2	-3.5875215	9.0997212

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.32746161E-02	.73836684E-01
NOWRAT	-4.4442210	9.2106330
PO215622	-.29684032E-03	.36027285E-03
SEX	-2.4471410	1.9727209
OCCUP	.10746777	.45033115
NOINC	-7.3596455	4.0135447
ENTAGE	.30594547	.24779027
ETH1	-.97384632	9.9634973
NOOCC	7.3297973	4.8807903
ETH2	-.78509175	18.135575

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.29419065E-01	.23216633E-01
NOWRAT	-3.5864361	7.7135478
PO215622	-.60770932E-04	.11203211E-03
SEX	-.46260563	.54001404
OCCUP	.11369868E-01	.13207197
NOINC	.21273110	1.4181175
ENTAGE	.14067715	.37731934E-01
ETH1	-.77261264	2.6493084
NOOCC	-.20472158	1.4379287
ETH2	1.2805843	5.3576427

Table A13d-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.12202389E-01	.25816456E-01
NOWRAT	-.27682941E-02	3.1342875
P0215622	-.63911984E-04	.12940310E-03
SEX	-.16219043	.67064037
OCCUP	-.23675383	.15324325
NOINC	-.54002975	1.6380018
ENTAGE	.86990340E-01	.10133509
ETH1	-1.3311955	3.0831944
NOOCC	-.98012907E-01	1.6648848
ETH2	4.2263871	6.1883717

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.48265325	.94634779E-01
NOWRAT	-1.1008742	11.009843
P0215622	-.45357508E-03	.45666115E-03
SEX	.28955361	2.3606775
OCCUP	.15730205	.54077259
NOINC	1.6566118	5.7804779
ENTAGE	-.64890666	.35700966
ETH1	8.8163077	10.880536
NOOCC	-4.4502449	5.8612317
ETH2	-18.909364	21.838650

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.37407494	.75593707E-01
NOWRAT	-7.9195903	8.3353363
P0215622	-.21883957E-03	.35477825E-03
SEX	1.3106170	1.8904881
OCCUP	.32867942	.43198105
NOINC	.81537799	4.6174119
ENTAGE	-.32612098	.23565650
ETH1	5.0986633	8.6913085
NOOCC	-1.3363393	4.6819175
ETH2	-11.244057	17.444585

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	.29396841	.64091149E-01
NOWRAT	-5.8278554	8.0753222
P0215622	-.31246640E-03	.33340009E-03
SEX	.96772365	1.7278686
OCCUP	.19005215	.39492294
NOINC	-7.1886292	4.2202279
ENTAGE	-.11734701	.26108438
ETH1	7.8730111	7.9436836
NOOCC	4.0499067	4.2791798
ETH2	-13.993667	15.944005

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.22789593	.65714024E-01
NOWRAT	-1.0598475	7.6806063
P0215622	-.21473316E-03	.31710373E-03
SEX	-.76663073	1.6434117
OCCUP	-.25153691	.37552428
NOINC	-3.9410122	4.0139415
ENTAGE	-.34407772	.24832276
ETH1	-4.1245535	7.5554021
NOOCC	4.3529812	4.0790166
ETH2	9.7960044	15.164674

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.24964676	.59194338E-01
NOWRAT	-1.3909772	6.9165902
P0215622	.37533177E-04	.26564292E-03
SEX	-.31594474	1.4863638
OCCUP	.69233337E-01	.33826719
NOINC	-1.9109554	3.6157043
ENTAGE	-.47899275E-01	.22368591
ETH1	-1.0710815	6.8058079
NOOCC	.56144138	3.6662180
ETH2	4.0752362	13.660141

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.88370294E-01	.30941476E-01
NOWRAT	-3.3060708	3.6104168
P0215622	-.10251352E-04	.14900843E-03
SEX	-1.0330853	.77300109
OCCUP	.45739710E-01	.17601577
NOINC	-1.7009547	1.8849661
ENTAGE	-.76159814E-01	.11692258
ETH1	1.5517633	3.5574663
NOOCC	.22401892	1.9163691
ETH2	-3.3509614	7.1402931

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.19569322	.65537795E-01
NOWRAT	-4.7572431	7.6610076
P0215622	-.92076416E-04	.31625329E-03
SEX	.35749959	1.6390042
OCCUP	.21568189	.37401716
NOINC	1.5926710	4.6031745
ENTAGE	-.36785717	.24765479
ETH1	-1.3649856	7.5351393
NOOCC	-.27999837	4.0591012
ETH2	4.4663258	15.124003

Table A13e-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE SAN DIEGO SITE IN SELF-SPONSORED MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
PO215622 = Income
ENTAGE = Entry Age
ETH1 = White vs. Black
SEX = Sex
OCCUP = Occupation
NOINC = Missing Income
LANG = First Language
ETH2 = White vs. Other
NOOCC = Missing Occupation

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.62445112	.15144142
NOWRAT	-11.675600	20.181298
P0215622	-.46905504E-04	.84452129E-03
ENTAGE	.94860477E-01	.57529593
ETH1	3.5322417	6.9632063
SEX	-2.3741051	4.5570600
OCCUP	.84051036	1.2355834
NOINC	-2.0639449	12.712475
LANG	3.1737906	7.5844696
ETH2	-3.4472746	7.5840700
NOOCC	-3.0285523	12.843189

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.62910498	.17467703
NOWRAT	-11.661416	19.451156
P0215622	-.66706354E-05	.81396724E-03
ENTAGE	.56356037	.55408222
ETH1	4.4613294	6.7113603
SEX	-4.7864511	4.6813357
OCCUP	.22668127	1.1908812
NOINC	2.6632265	12.252543
LANG	1.9004372	7.3190791
ETH2	-5.6037511	7.3096849
NOOCC	-6.8198635	12.378533

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.42907262	.12847853
NOWRAT	-14.443033	14.290362
P0215622	-.83294935E-04	.59600468E-03
ENTAGE	.10934165	.41736661
ETH1	3.1674126	4.9307040
SEX	-3.3048765	3.4347854
OCCUP	.50368973	.87491577
NOINC	-3.9967855	9.0016940
LANG	-.98715103	5.3745571
ETH2	-.86325075	5.3702742
NOOCC	-.61606858	9.0942519

MAT Language

VARIABLE	B	STD ERROR B
FKW	.16041820	.72641162E-01
NOWRAT	-1.1547356	8.4797040
P0215622	.79446646E-04	.33810917E-03
ENTAGE	.15090891	.24037318
ETH1	-.53312347	2.7877971
SEX	-2.3692991	1.9445532
OCCUP	.14711926	.49467731
NOINC	-.57731924	5.0675159
LANG	.86975956	3.0364880
ETH2	-3.3280733	3.0263200
NOOCC	-1.1065283	5.1418477

Raven's

VARIABLE	B	STD ERROR B
FKW	.17333376	.48779048E-01
NOWRAT	-2.2156895	5.4255777
P0215622	-.97308657E-04	.22704267E-03
ENTAGE	.34601130E-01	.15466363
ETH1	1.9319658	1.8740252
SEX	2.4340756	1.3057810
OCCUP	-.13334209	.33217658
NOINC	-5.0126742	3.4176455
LANG	-2.5367949	2.0390229
ETH2	.91656737	2.0339155
NOOCC	2.4234147	3.4527867

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.10025644	.83290212E-01
NOWRAT	-1.9653098	8.9304806
P0215622	.17252246E-03	.37371177E-03
ENTAGE	-.19474832	.25457601
ETH1	-.15147979	3.0813497
SEX	-1.9430127	2.1493129
OCCUP	-.25099323	.54676196
NOINC	-1.6348863	5.6254373
LANG	-3.7479702	3.3562275
ETH2	1.3275605	3.3500507
NOOCC	.90199794	5.6832797

IARS (+)

VARIABLE	B	STD ERROR B
FKW	.66453049E-01	.37170023E-01
NOWRAT	.24964754	4.1366465
P0215622	-.37752544E-05	.17710514E-03
ENTAGE	-.13322787	.11792086
ETH1	-1.0243714	1.4272944
SEX	-.57279725	.99557233
OCCUP	-.26325762E-01	.23326294
NOINC	-.37501598	2.6057363
LANG	.84909312	1.5546211
ETH2	-1.6662169	1.5545302
NOOCC	-.35216249	2.6345232

Table A13e-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FRW	.64091613E-01	.31641038E-01
NOWRAT	.25712198	3.5193575
PU215622	-.51055497E-04	.14727359E-03
ENTAGE	.19470260E-01	.11032417
ETH1	.81153707	1.2143087
SEX	.11603408	.84700846
OCCUP	.44371494E-01	.21546920
NOINC	.57158576	2.2168913
LANG	-.51600840	1.3226334
ETH2	.35020398	1.3225638
NOOCC	-1.0221014	2.2396860

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FRW	.36817692	.11190434
NOWRAT	-8.5903576	12.440854
P0215622	-.27222794E-04	.52084012E-03
ENTAGE	.86380967E-01	.35401497
ETH1	3.1320997	4.2946257
SEX	-1.5134987	2.4036310
OCCUP	.32891527	.76294853
NOINC	.86276438	7.8404436
LANG	.94019594	4.6777362
ETH2	-.28900867	4.6774897
NOOCC	-4.4232114	7.9210611

MAT Reading

VARIABLE	B	STD ERROR B
FRW	.25627421	.80795347E-01
NOWRAT	-2.9852683	8.9855623
PU215622	-.19678212E-04	.37611439E-03
ENTAGE	.84795391E-02	.25014593
ETH1	.49015200	3.1063519
SEX	-1.4625064	2.1425673
OCCUP	.51160011	.55013374
NOINC	-2.9267032	5.0601284
LANG	2.2335947	3.3799247
ETH2	-3.5582560	3.3797448
NOOCC	1.3946591	5.7103275

MAT Math Concepts

VARIABLE	B	STD ERROR B
FRW	.30288054	.68549142E-01
NOWRAT	-4.2797701	7.6245605
P0215622	.32327578E-05	.31906291E-03
ENTAGE	.11290159	.21734869
ETH1	1.1134958	2.6367857
SEX	-1.6925319	1.8350132
OCCUP	.12018190	.46600752
NOINC	.37717092	4.8028148
LANG	-.81562195E-01	2.8634375
ETH2	-2.8332951	2.8652965
NOOCC	-1.4442541	4.8521987

MAT Math Computations

VARIABLE	B	STD ERROR B
FRW	.17155839	.74805648E-01
NOWRAT	-4.7594480	8.3204546
P0215622	-.11927473E-04	.34818380E-03
ENTAGE	.13483600	.23718611
ETH1	1.6060058	2.8708450
SEX	-1.1247739	2.8024969
OCCUP	.12164477E-01	.50941316
NOINC	.18746795	5.2411679
LANG	-.12519309	3.1269461
ETH2	-.33546845	3.1269014
NOOCC	-1.7416550	5.2950591

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FRW	.15446605	.60922790E-01
NOWRAT	-2.5921979	6.7762636
PU215622	.17238796E-05	.25356350E-03
ENTAGE	.34575178	.19316615
ETH1	1.7438238	2.3300540
SEX	-2.0071453	1.6309449
OCCUP	.94394699E-01	.41486092
NOINC	2.1235730	4.2684465
LANG	2.1371925	2.5406244
ETH2	-2.4368165	2.5464905
NOOCC	-3.6339539	4.3123358

MAT Language Part A

VARIABLE	B	STD ERROR B
FRW	.91119803E-01	.33131238E-01
NOWRAT	-3.3751251	3.0851089
P0215622	-.54417400E-04	.15420075E-03
ENTAGE	.47743857E-01	.11504915
ETH1	.34525504	1.2714090
SEX	-1.2174131	.84690098
OCCUP	.10750797	.22501779
NOINC	1.1580249	2.3213004
LANG	-.47978194	1.3849256
ETH2	-.42441542E-01	1.3848526
NOOCC	-2.6374722	2.3451687

MAT Language Part B

VARIABLE	B	STD ERROR B
FRW	.69228166E-01	.55831929E-01
NOWRAT	2.2201695	6.3234383
P0215622	.13397405E-03	.26451520E-03
ENTAGE	.19320504	.18025839
ETH1	-.87827351	2.1818206
SEX	-1.1530770	1.5218703
OCCUP	.33601295E-01	.38714737
NOINC	-1.7334942	3.9832201
LANG	1.3405415	2.3794540
ETH2	-3.2836118	2.3703298
NOOCC	.93114423	4.0241747

Table A14-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES FOR COHORT III SITES IN IELP MODEL

	LOCK HAVEN, PA			MONTIVIDEO, MN			AKRON, OH			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	46.9	44.9	53.8	51.0	50.1		45.9	51.2		47.9	48.7	
Number	6	7	3	5	2		5	6				
Local Mean Difference								→ 5.3				
Best Match Mean Difference			→ 6.9									
Flexible Classroom	49.2	50.4	44.4	49.9	35.3		49.9	36.2		49.7	40.6	
Number	7	7	3	5	2		5	6				
Local Mean Difference				14.6 ←			13.7 ←			9.1 ←		
Best Match Mean Difference	4.8 ←			14.6 ←						9.8 ←		
Individualization	47.0	46.1	37.4	47.5	37.9		42.5	41.5		45.7	41.8	
Number	7	7	3	5	2		5	6				
Local Mean Difference				9.6 ←						3.9 ←		
Best Match Mean Difference	9.6 ←			9.6 ←						8.1 ←		
Academic (vs. Emotional) Emphasis	46.2	42.3	55.9	47.2	66.1		48.3	55.0	74.5	47.2	54.5	
Number	7	7	3	5	2		5	6	1			
Local Mean Difference	3.9 ←				→ 18.9			→ 6.7			→ 7.3	
Best Match Mean Difference			→ 9.7		→ 18.9				→ 26.2			
Satisfaction with Sponsor	55.8			60.5			55.1			57.1		
Number	6			4			5					
Local Mean Difference												
Best Match Mean Difference												
BEST MATCH SITE	New York, NY*			Local			Kansas City, MO					

*Lock Haven's Best Matched Site is N.Y.U.'s New York NFT group.

Table A14-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN IELP MODEL

	LOCK HAVEN, PA			MONTEVIDEO, MN			AKRON, OH			SPONSOR'S SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		
Years in School											
Mean	5.7	10.3	8.7	9.8	8.5		2.2	6.9	10.0	5.9	8.6
Standard Deviation	4.5	7.8	3.1	6.6	7.8		1.3	7.2	0	4.1	7.6
Number	7	7	3	5	2		5	7	1		
Years in Model											
Mean	2.7			4.2			2.0			3.0	
Standard Deviation	1.0			.5			1.2			.9	
Number	7			4			5				
Age in Years											
Mean	35.9	42.4	43.0	42.2	40.0		28.4	31.0	55.0	35.5	37.8
Standard Deviation	10.9	12.9	13.1	11.9	22.6		8.2	7.5	0	10.3	14.3
Number	7	7	3	5	2		5	7	1		
Teacher Ethnicity											
Percent White	100	100	33	100	100		80	71	0	93	90
Percent Black	0	0	67	0	0		20	29	100	7	10
Percent Spanish Surname	0	0	0	0	0		0	0	0	0	0
Percent Other	0	0	0	0	0		0	0	0	0	0
Number	7	7	3	5	2		5	7	1		
Teacher Certification											
Percent None	0	0	0	0	0		0	0	0	0	0
Percent Temporary	57	29	0	0	0		60	29	0	39	19
Percent Renewable/Permanent	43	71	100	100	100		20	71	100	54	81
Percent Other	0	0	0	0	0		20	0	0	7	0
Number	7	7	3	4	2		5	7	1		
BEST MATCH SITE	New York, NY *			Local			Kansas City, MO				

*Lock Haven's Best Matched Site is N.Y.U.'s New York NFT group.

Table A14-17

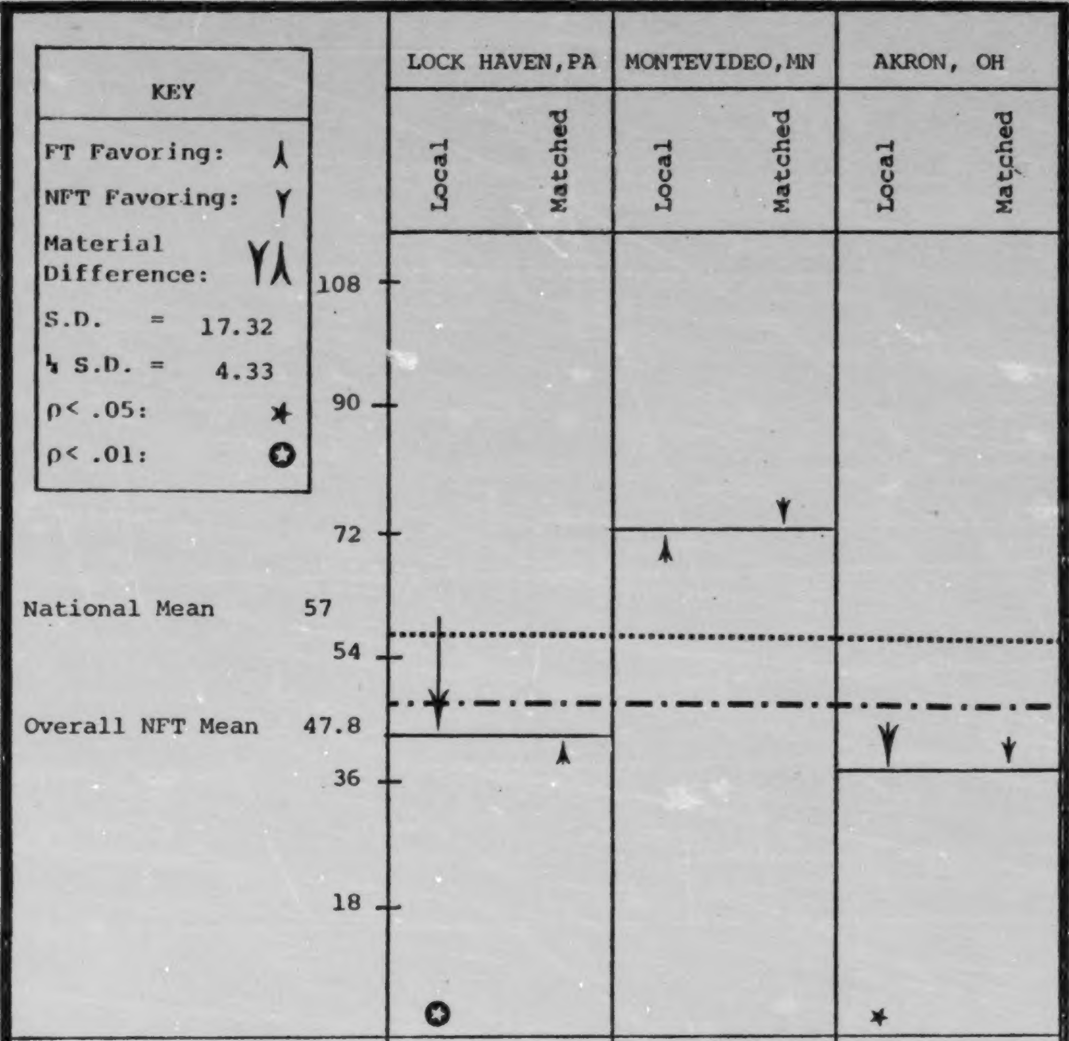
DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN IELP MODEL

	LOCK HAVEN, PA			MONTEVIDEO, MN			AKRON, OH			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Children in Analytic Sample												
Number	69	54	56	118	74		89	16	17	92	48	
Fall Kindergarten WRAT												
Mean Score	28.7	32.7	27.9	39.6	37.6		25.0	21.2	23.2	31.2	30.5	
Percent with Preschool	69	18	89	50	63		91	56	57	70	46	
Number Responding	65	54	36	106	70		79	16	14			
Children's Ethnicity												
Percent Black	0	0	100	0	1		97	75	100	32	25	
Percent White	100	100	0	98	97		3	25	0	67	74	
Percent Other	0	0	0	2	2		0	0	0	.7	.7	
Family Income in Median Dollars	4167	8066	5150	8275	8100		3220	5700	2625	5221	7289	
Number Responding	54	53	9	97	64		58	16	13			
Mother's Education												
Percent High School Graduates	46	85	33	90	73		65	56	9	67	71	
Number Responding	52	53	12	103	67		55	16	11			
Female Heads of Household												
Percent	31	6	67	3	4		61	31	77	32	14	
Teachers												
Number	7	7	3	5	2		5	7	1	6	5	
Teacher Education												
Percent B.A. or Less	29	86	0	60	50		40	86	0	43	74	
Percent More than B.A.	57	0	33	40	50		40	14	0	46	21	
Percent More than M.A.	14	14	67	0	0		20	0	100	11	5	
Teaching Experience												
Total Years	6.0	13.6	8.7	20.6	14.0		4.6	7.7	25.0	10.4	11.8	
BEST MATCH SITE	New York, NY*			Local			Kansas City, MO					

*Lock Haven's Best Matched Site is N.Y.U.'s New York NFT group.

Table A14-18

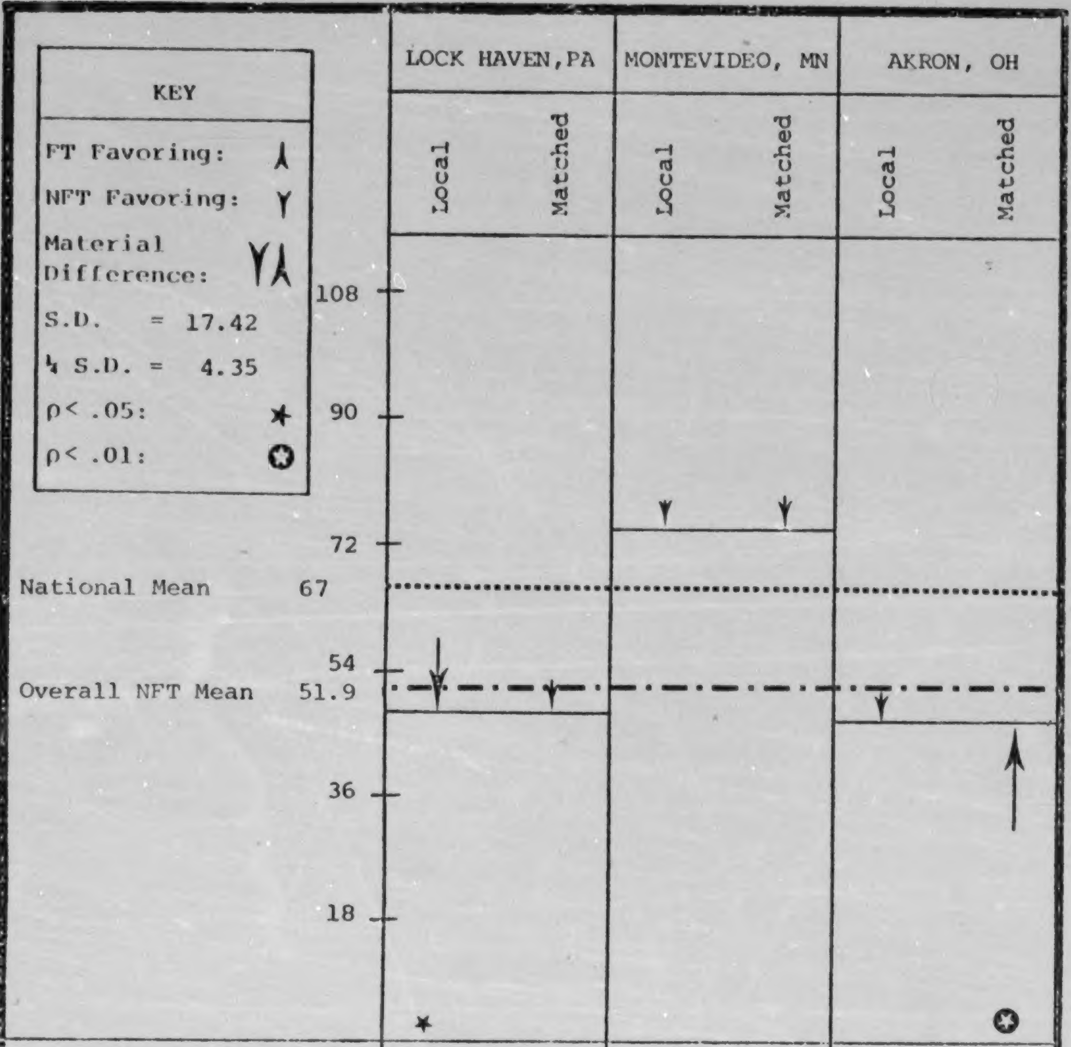
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN IELP MODEL



	LOCK HAVEN, PA Local	LOCK HAVEN, PA Matched	MONTEVIDEO, MN Local	MONTEVIDEO, MN Matched	AKRON, OH Local	AKRON, OH Matched
Magnitude of Effect	-15.29	1.17	1.25	-1.07	-5.91	-1.74
Standard Error	3.06	1.56	4.04	1.56	2.47	4.41
FT Mean	42.1		72.1		37.1	
No. of FT Children	69		118		89	
Matched NFT Site	New York, NY		Local		Kansas City, MO	

Table A14-19

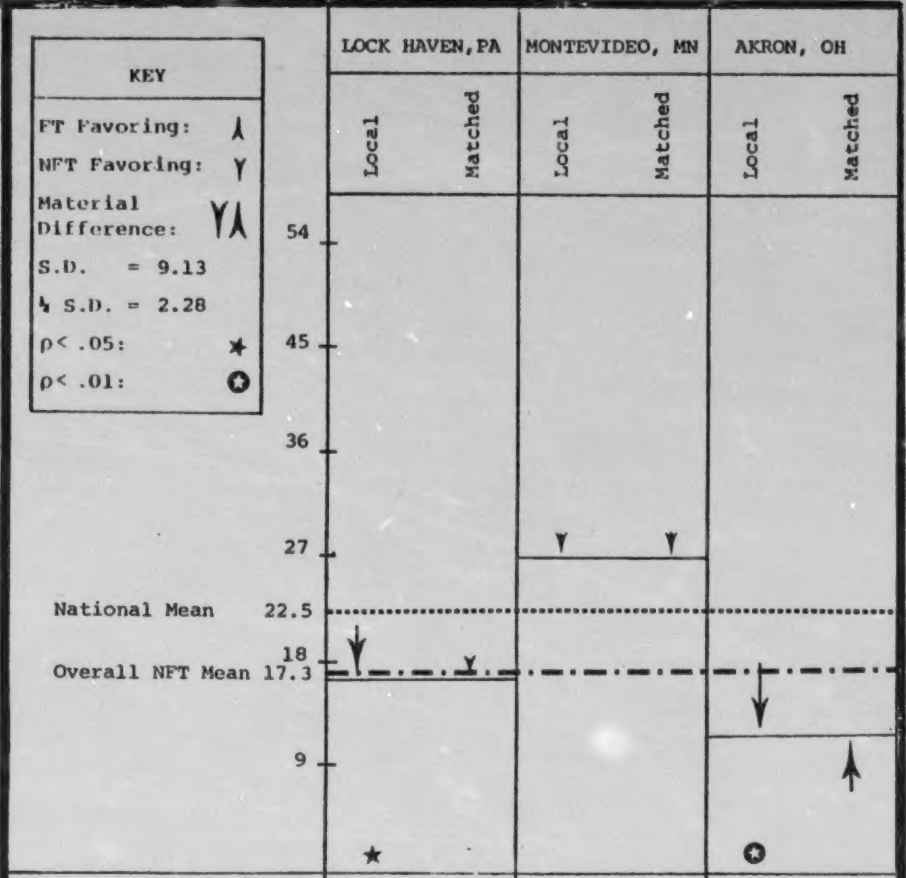
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN IELP MODEL



	LOCK HAVEN, PA		MONTEVIDEO, MN		AKRON, OH	
	Local	Matched	Local	Matched	Local	Matched
Magnitude of Effect	-7.93	-1.47	-1.23	-1.69	-2.42	11.20
Standard Error	3.43	2.30	2.20	2.30	2.78	4.0
FT Mean	49.0		74.6		47.4	
No. of FT Children	69		118		89	
Matched NFT Site	New York, NY		Local		Kansas City,MO	

Table A14-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN IELP MODEL



	LOCK HAVEN, PA Local	LOCK HAVEN, PA Matched	MONTEVIDEO, MN Local	MONTEVIDEO, MN Matched	AKRON, OH Local	AKRON, OH Matched
Magnitude of Effect	-3.72	-.31	-.44	-.38	-6.43	3.41
Standard Error	1.52	.60	.97	.60	1.23	2.32
FT Mean	16.2		26.9		12.3	
No. of FT Children	69		118		89	
Matched NFT Site	New York, NY (NYU)		Local		Kansas City, MO	

Table A14-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT III SITES IN IELP MODEL

	MAT Norm Population	Lockhaven, PA		Montevideo, MN		Akron, OH	
		FT	NFT	FT	NFT	FT	NFT
Reading							
Spring Second Grade Median	52.5	46.8	55.0	62.6	59.0	44.4	46.5
Percentile of Median	50.0	22.4	62.0	83.2	77.0	14.8	21.5
Grade Equivalent	2.65	2.2	2.8	3.6	3.2	2.0	2.2
Fall Kindergarten Median	-	18.2	20.1	21.3	23.0	17.8	17.6
Mathematics							
Spring Second Grade Median	57.0	50.6	55.2	61.7	61.8	49.4	47.0
Percentile of Median	50.0	18.4	39.2	68.8	69.2	14.8	11.0
Grade Equivalent	2.7	2.3	2.5	3.1	3.1	2.2	2.0
Fall Kindergarten Median	-	14.2	14.0	21.4	19.0	11.1	9.5
Spelling							
Spring Second Grade Median	56.5	51.3	57.2	68.6	64.5	46.8	54.5
Percentile of Median	50.0	31.2	52.8	81.2	75.0	17.6	40.0
Grade Equivalent	2.85	2.4	2.9	4.3	3.7	2.2	2.6
Fall Kindergarten Median	-	20.3	20.7	24.5	24.1	18.6	19.5

Table A14-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE
OF COHORT III CHILDREN IN THE IELP MODEL

	LOCK HAVEN, PA			MONTEVIDEO, MN			AKRON, OH			SPONSOR'S SITES		
	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match
Fall Kindergarten WRAT												
Mean	28.7	32.7	27.9	39.6	37.6		25.0	21.2	23.2	31.2	30.5	
Standard Deviation	10.7	12.3	11.9	11.4	11.5		9.4	10.3	8.2			
Highest Occupation in Household												
Mean	13.2	15.4	14.2	16.3	16.5		12.9	13.8	12.8	14.1	15.2	
Standard Deviation	1.2	2.2	1.8	2.1	2.4		1.6	1.6	1.5			
Family Income in Dollars												
Mean	4594	7583	4933	7778	7482		3709	6156	3015	5360	7074	
Standard Deviation	2254	2244	2022	2350	2564		2049	3233	1198			
Missing Income Information												
No. Missing	15	1	47	21	10		31	0	4			
Valid Cases	54	53	9	97	64		58	16	13			
Ethnic Membership/Race												
Percent White	100	100	0	98	97		3	25	0	67	74	
Percent Black	0	0	100	1	0		0	0	100	0	0	
Sex (Percent Male)	45	30	52	46	51		54	56	65	48	46	
Entry Age in Months												
Mean	63.3	62.5	63.3	68.2	68.3		65.6	66.4	64.0	65.7	65.7	
Standard Deviation	4.1	4.2	3.6	4.6	4.3		3.5	3.5	3.9			
Percent with English as First Language	100	100	100	100	100		100	100	100	100	100	
BEST MATCH SITE	New York, NY			Local			Kansas City, MO					

Table A14-23
MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS
FOR COHORT III CHILDREN IN THE IELP MODEL

	LOCK HAVEN, PA			MONTEVIDEO, MN			AKRON, OH			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match				
Spelling													
Mean	16.2	21.0	11.1	26.9	26.8		12.3	16.2	7.3	18.5	21.3	16.4	15.8
Standard Deviation	8.4	7.3	10.1	4.1	4.6		9.2	11.0	7.9				
Total Reading													
Mean	42.1	62.2	43.5	72.1	69.9		37.1	40.5	35.8	50.4	57.5	43.2	46.5
Standard Deviation	17.8	15.6	22.9	11.5	11.9		15.6	15.0	18.2				
Total Mathematics													
Mean	49.0	59.9	44.6	74.6	74.6		47.4	45.6	33.1	57.0	60.0	48.3	51.4
Standard Deviation	18.0	16.2	21.5	17.0	17.0		15.0	12.3	14.9				
BEST MATCH SITE	New York, NY*			Local			Kansas City, MO						

*Lock Haven's Best Matched Site is N.Y.U's New York NFT group

Table A14-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE IELP MODEL

	LOCK HAVEN, PA		MONTEVIDEO, MN		AKRON, OH	
	FT	NFT	FT	NFT	FT	NFT
American Indian						
Percent			1			
Number			1			
Black						
Percent				1	97	75
Number				1	86	12
Oriental						
Percent						
Number						
Mexican American						
Percent						
Number						
Puerto Rican						
Percent						
Number						
Other Spanish						
Surname *Percent*						
Number						
White						
Percent	100	100	98	97	3	25
Number	69	54	116	72	3	4
Other						
Percent			1	1		
Number			1	1		

Table A15-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES FOR COHORT III SITES IN ILM MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match
Teacher Centeredness	51.7	53.8	42.1	51.7	53.8	
Number	2	3	3			
Local Mean Difference						
Best Match Mean Difference	9.6 ←					
Flexible Classroom	51.6	44.4	52.5	51.6	44.4	
Number	2	3	3			
Local Mean Difference	7.2 ←			7.2 ←		
Best Match Mean Difference						
Individualization	53.4	37.4	47.7	53.4	37.4	
Number	2	3	3			
Local Mean Difference	16.0 ←			16.0 ←		
Best Match Mean Difference	5.7 ←					
Academic (vs. Emotional)	53.6	55.9	42.9	53.6	55.9	
Emphasis *Number*	2	3	3			
Local Mean Difference						
Best Match Mean Difference	10.7 ←					
Satisfaction with						
Sponsor *Number*	55.1			55.1		
Local Mean Difference	1					
Best Match Mean Difference						
BEST MATCH SITE	St. Louis, MO					

Table A15-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN ILM MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Years in School						
Mean	4.7	7.2		4.7	7.2	
Standard Deviation	2.1	5.6				
Number	3	22				
Years in Model						
Mean	3.7			3.7		
Standard Deviation	.6					
Number	3					
Age in Years						
Mean	30.0	36.5		30.0	36.5	
Standard Deviation	7.8	12.3				
Number	3	21				
Teacher Ethnicity						
Percent White	67	62		67	62	
Percent Black	33	24		33	24	
Percent Spanish Surname	0	10		0	10	
Percent Other	0	5		0	5	
Number	3	21		3	21	
Teacher Certification						
Percent None	0	0		0	0	
Percent Temporary	0	5		0	5	
Percent Renewable/Permanent	100	90		100	90	
Percent Other	0	5		0	5	
Number	3	21		3	21	
BEST MATCH SITE	Local					

Table A15-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN ILM MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	**NFT**		**FT**	**NFT**	
		Local	**Best Match**		**Local**	**Best Match**
Years in School						
Mean	7.5	8.7	16.3	7.5	8.7	
Standard Deviation	2.1	3.1	11.7	2.1	3.1	
Number	2	3	3			
Years in Model						
Mean	3.0			3.0		
Standard Deviation	0			0		
Number	1					
Age in Years						
Mean	28.5	43.0	37.5	28.5	43.0	
Standard Deviation	2.1	13.1	12.0	2.1	13.1	
Number	2	3	2			
Teacher Ethnicity						
Percent White	50	33	0	50	33	
Percent Black	0	67	100	0	67	
Percent Spanish Surname	0	0	0	0	0	
Percent Other	50	0	0	50	0	
Number	2	3	3			
Teacher Certification						
Percent None	0	0	0	0	0	
Percent Temporary	0	0	0	0	0	
Percent Renewable/Permanent	100	100	100	100	100	
Percent Other	0	0	0	0	0	
Number	2	3	3			
BEST MATCH SITE	St. Louis, MO					

Table A15-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974)
FOR COHORT II SITES IN ILM MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	47.4	51.2		47.4	51.2	
Number	3	21				
Local Mean Difference		→3.8			→3.8	
Best Match Mean Difference		→3.8				
Flexible Classroom	51.6	41.8		51.6	41.8	
Number	3	20				
Local Mean Difference	9.8←			9.8←		
Best Match Mean Difference	9.8←					
Individualization	51.9	39.4		51.9	39.4	
Number	3	20				
Local Mean Difference	12.5←			12.5←		
Best Match Mean Difference	12.5←					
Academic (vs. Emotional) Emphasis	55.0	50.2		55.0	50.2	
Number	3	21				
Local Mean Difference	4.8←			4.8←		
Best Match Mean Difference	4.8←					
Satisfaction with Sponsor	56.0			56.0		
Number	3					
Local Mean Difference						
Best Match Mean Difference						
BEST MATCH SITE	Local					

Table A15-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN ILM MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT		FT	NFT	
		Local	Best Match		Local	Best[d] Match
School Helped Child	47.7	47.4		47.7	47.4	
Number	33	86		33	86	
Local Mean Difference						
Best Match Mean Difference						
School Helped Parent	50.3	47.6		50.3	47.6	
Understand *Number*	33	87		33	87	
Local Mean Difference	2.7 ←			2.7 ←		
Best Match Mean Difference	2.7 ←					
Child's Progress in	49.6	50.7		49.6	50.7	
School *Number*	33	87		33	87	
Local Mean Difference						
Best Match Mean Difference						
PAC Involvement	45.6	47.4		45.6	47.4	
Number	18	20		18	20	
Local Mean Difference						
Best Match Mean Difference						
Child's Emotional	49.9	50.0		49.9	50.0	
Adjustment *Number*	33	88		33	88	
Local Mean Difference						
Best Match Mean Difference						
Parent Visits to School	50.6	48.8		50.6	48.8	
Number	25	77		25	77	
Local Mean Difference						
Best Match Mean Difference						
Parent Child Interaction	49.5	53.4		49.5	53.4	
Number	23	72		23	72	
Local Mean Difference		→ 3.9			→ 3.9	
Best Match Mean Difference		→ 3.9				
Parent Locus	50.3	49.6		50.3	49.6	
Number	33	86		33	86	
Local Mean Difference						
Best Match Mean Difference						
School's Receptivity	51.5	49.2		51.5	49.2	
Number	30	83		30	83	
Local Mean Difference						
Best Match Mean Difference						
Talks with Teacher	45.8	47.8		45.8	47.8	
Number	25	77		25	77	
Local Mean Difference						
Best Match Mean Difference						
School Helped Parent	51.2	47.4		51.2	47.4	
Personally *Number*	33	87		33	84	
Local Mean Difference	3.8 ←			3.8 ←		
Best Match Mean Difference	3.8 ←					
Satisfaction with	47.8	48.3		47.8	48.3	
Teacher *Number*	30	82		30	82	
Local Mean Difference						
Best Match Mean Difference						
BEST MATCH SITE	Local					

Figure A15-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN ILM MODEL HIGHLIGHTED

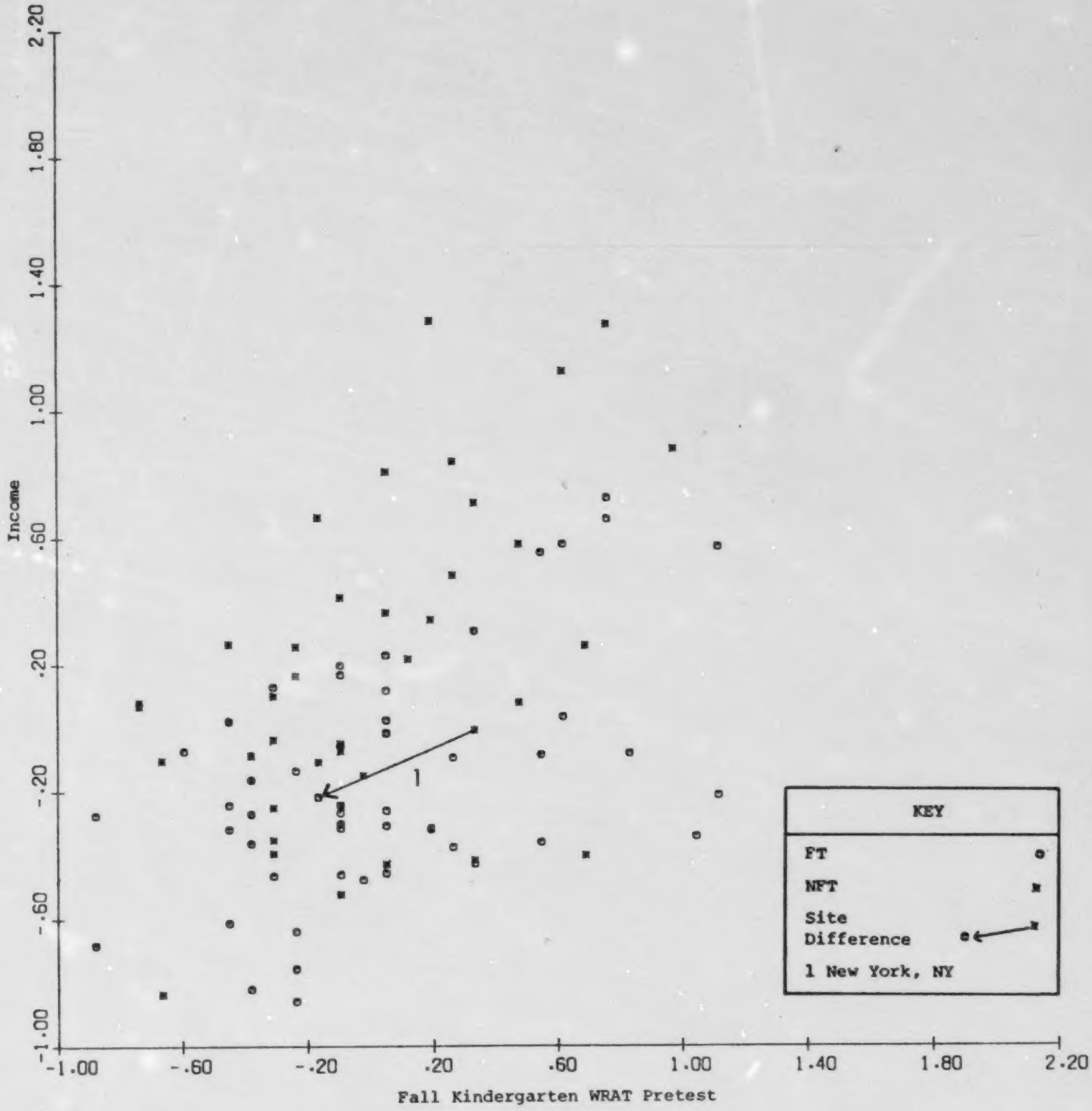


Figure A15-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN ILM MODEL HIGHLIGHTED

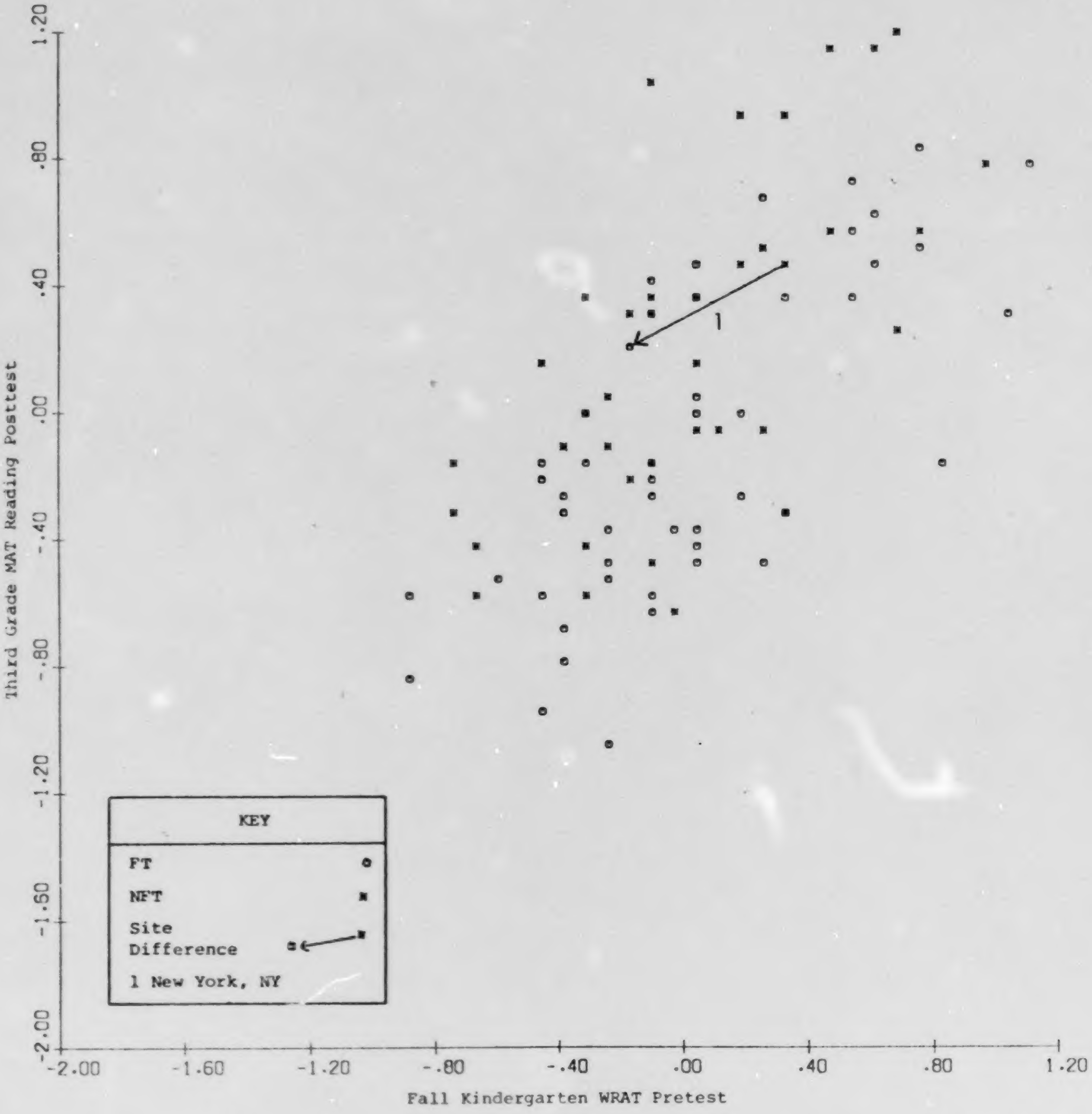
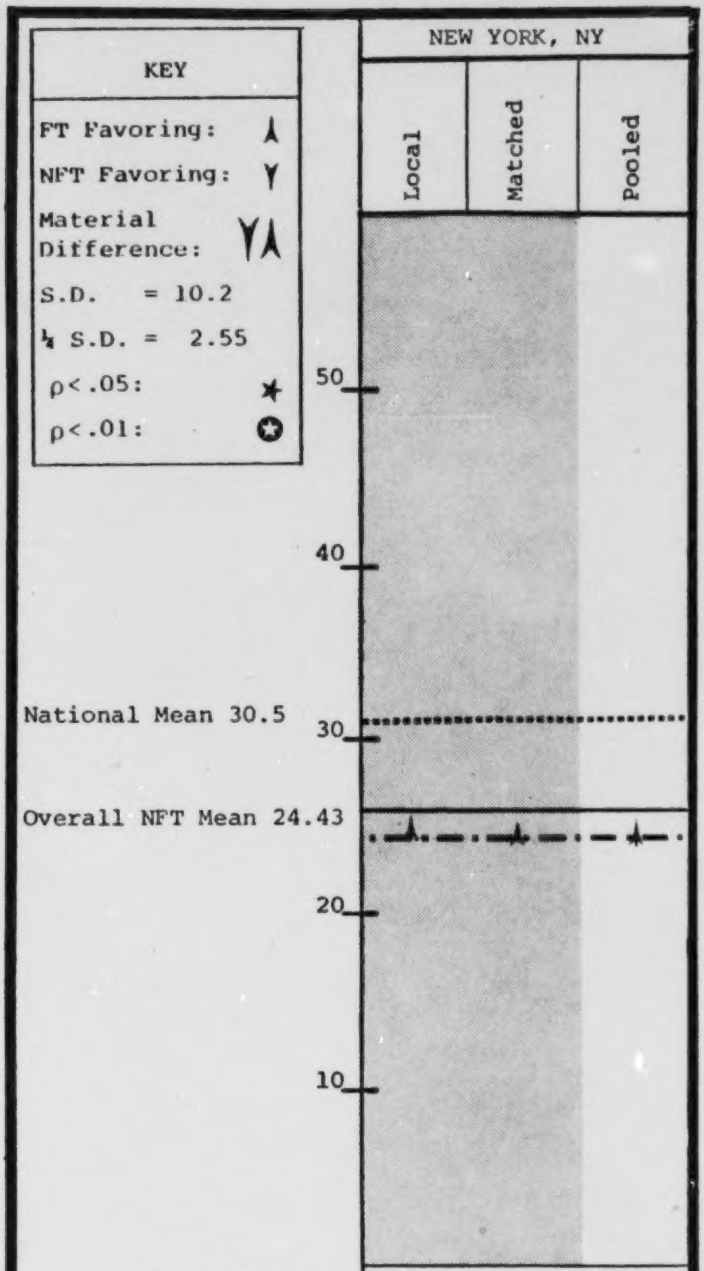


Table A15-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN ILM MODEL



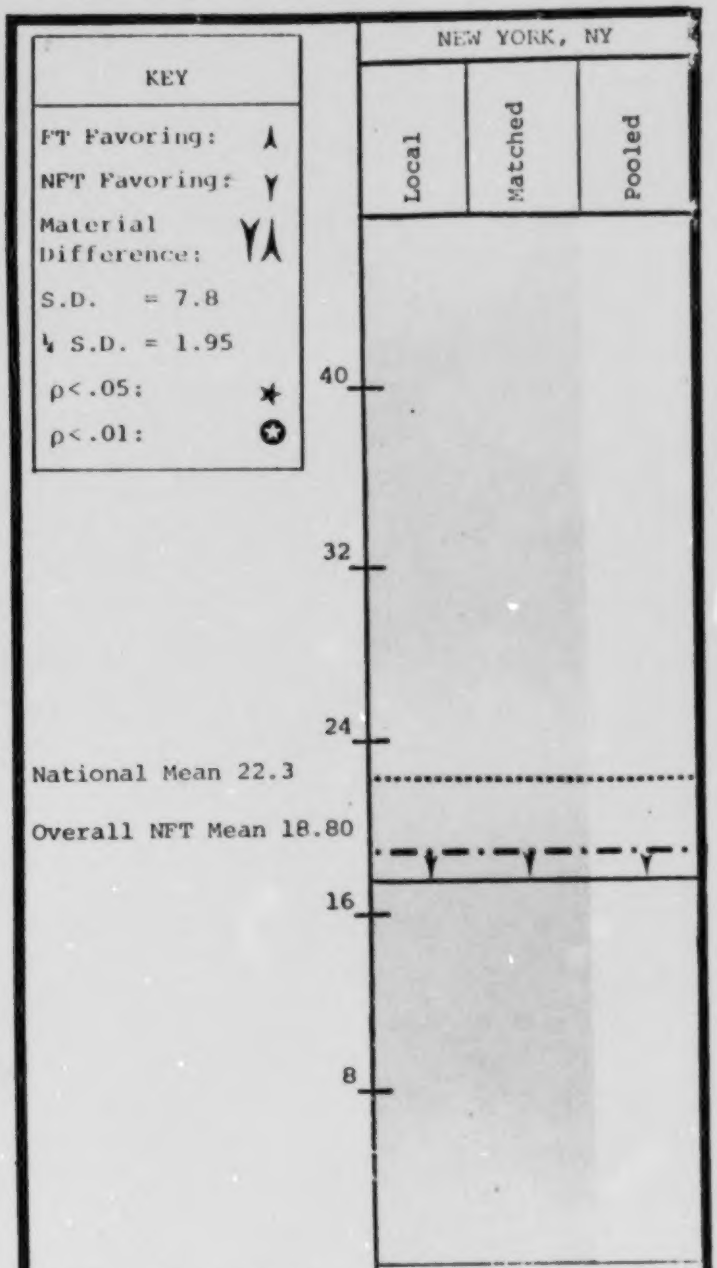
	Local	Matched	Pooled
Magnitude of Effect	.98	.89	1.50
Standard Error	2.53	1.55	1.23
FT Mean	25.96		
No. of FT Children	53		
Matched NFT Site	Local		

FKW FKW

1111

Table AP-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN ILM MODEL.

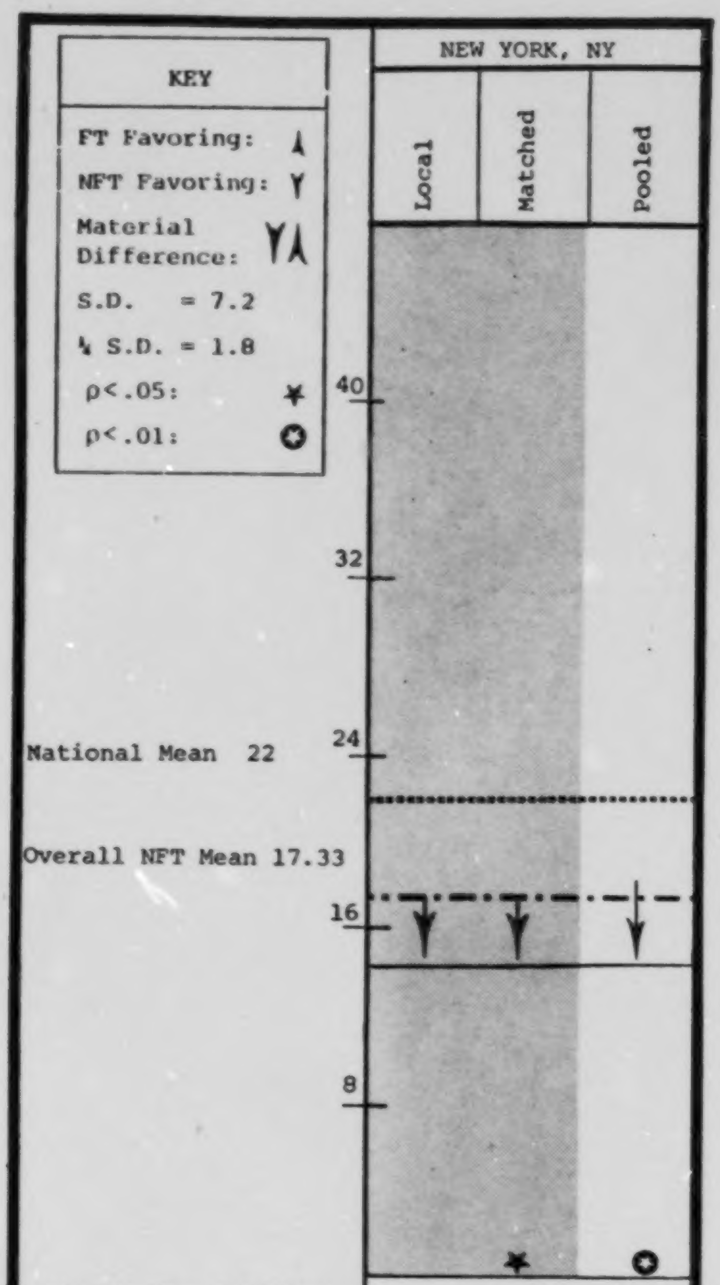


	Local	Matched	Pooled
Magnitude of Effect	-1.31	-1.40	-.30
Standard Error	1.89	1.16	.70
FT Mean	17.64		
No. of FT Children	53		
Matched NFT Site	Local		

FKW FKW

Table A15-8

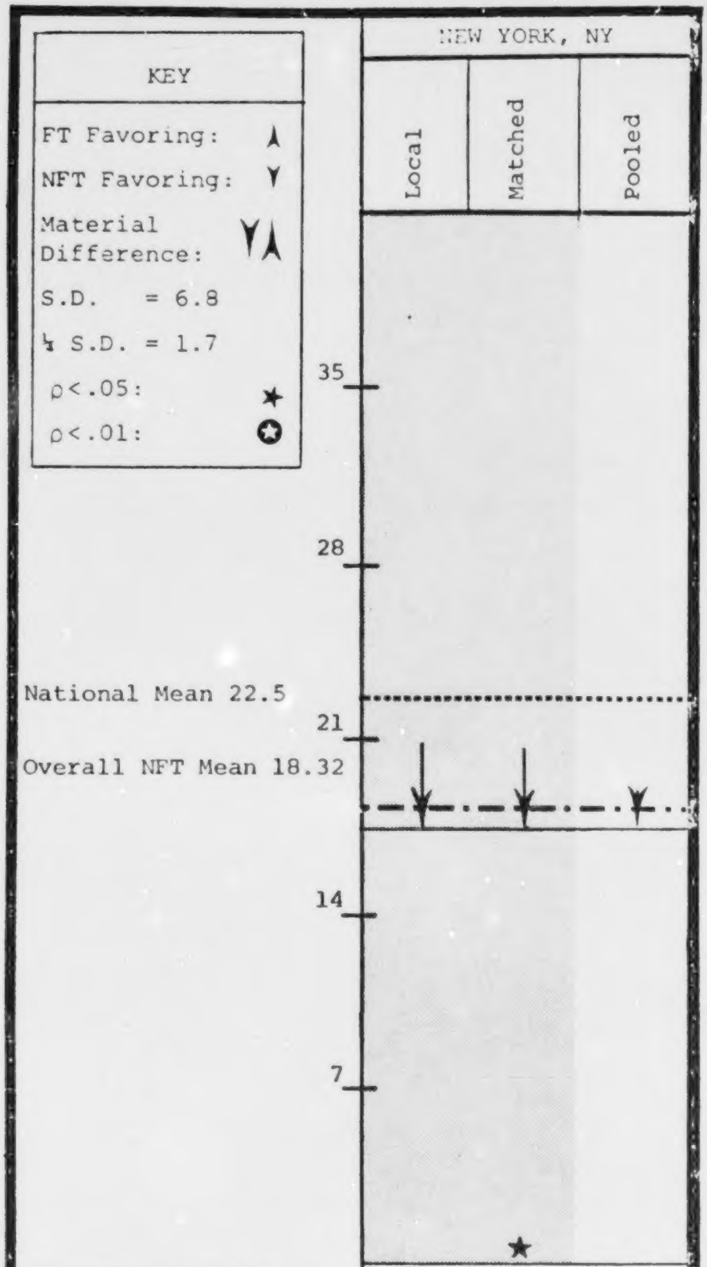
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN ILM MODEL



	Local	Matched	Pooled
Magnitude of Effect	-3.81	-3.07	-4.34
Standard Error	1.96	1.20	.98
FT Mean	14.09		
No. of FT Children	53		
Matched NFT Site	Local		

FKW FKW

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN ILM MODEL

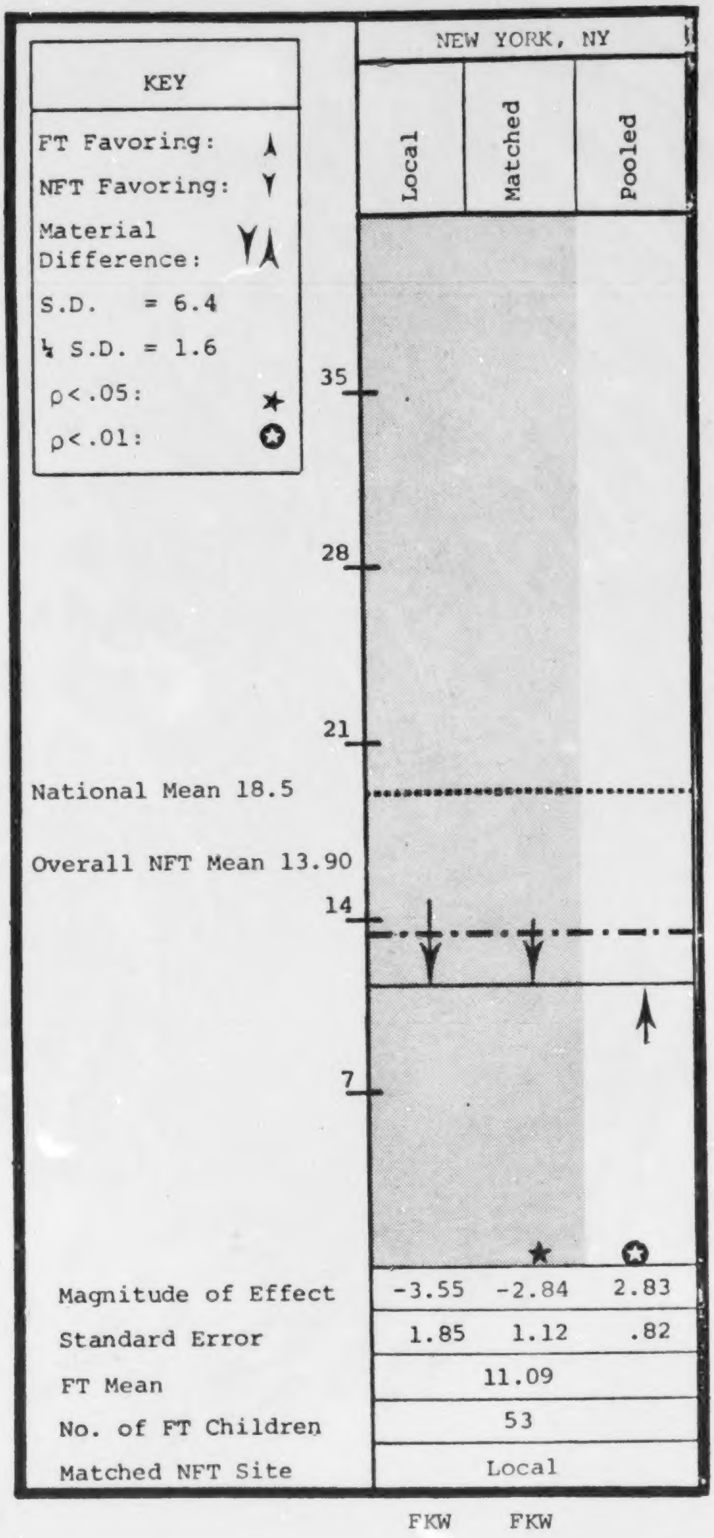


	Local	Matched	Pooled
Magnitude of Effect	-3.40	-3.21	-1.77
Standard Error	2.06	1.26	1.06
FT Mean	17.58		
No. of FT Children	53		
Matched NFT Site	Local		

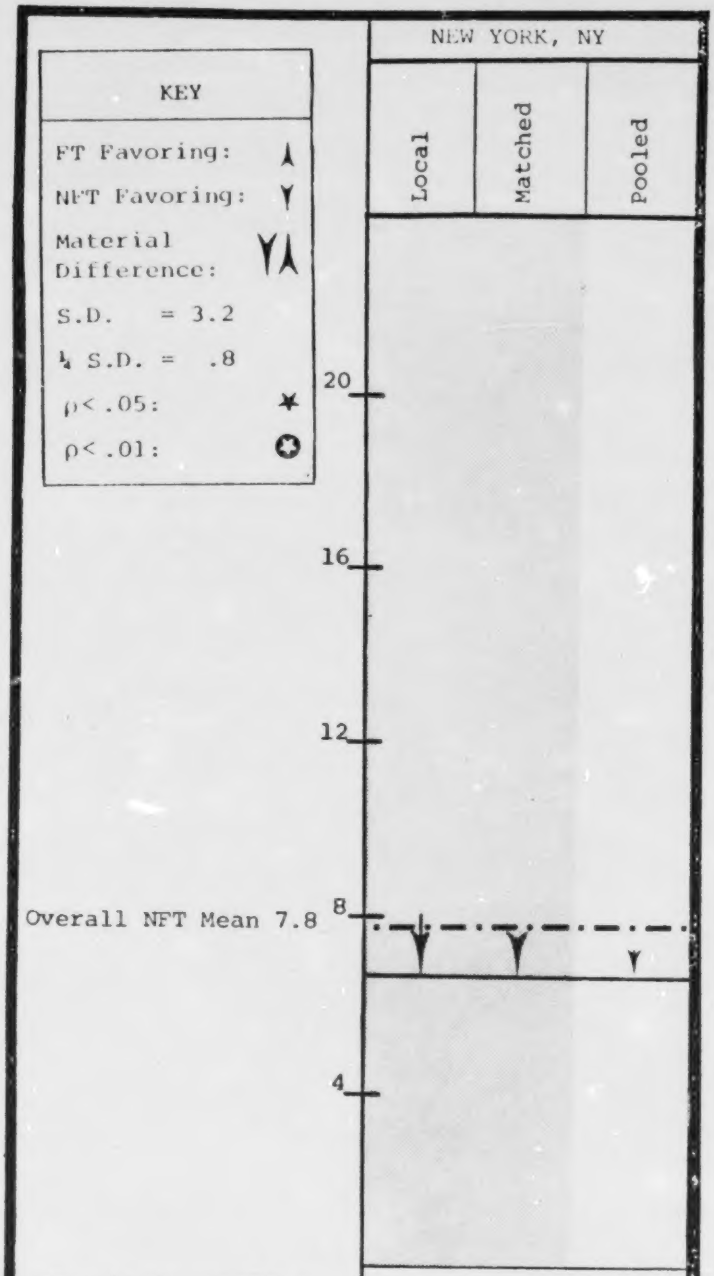
FKW FKW

Table A15-10

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN ILM MODEL



DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN ILM MODEL

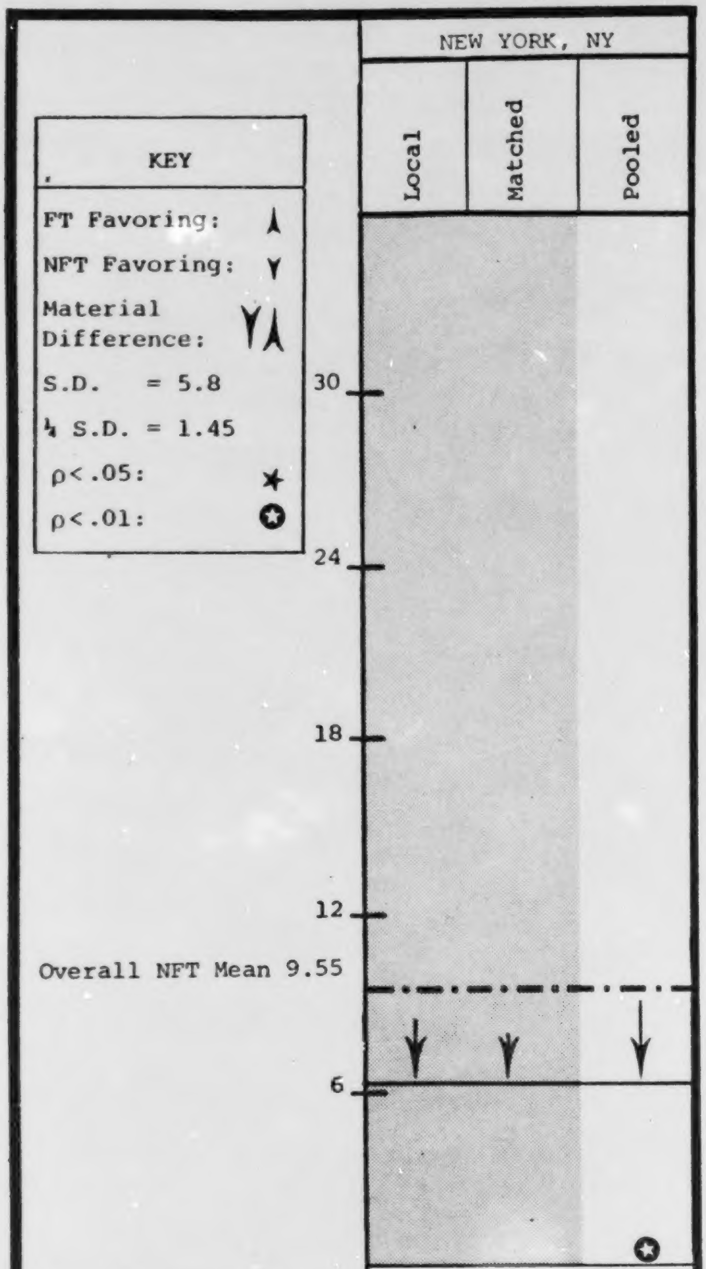


Magnitude of Effect	-1.17	-.85	-.07
Standard Error	.72	.44	.37
FT Mean	6.92		
No. of FT Children	53		
Matched NFT Site	Local		

FKW FKW

Table A15-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN ILM MODEL



	Local	Matched	Pooled
Magnitude of Effect	-2.24	-1.57	-2.79
Standard Error	1.50	.93	.55
FT Mean	6.23		
No. of FT Children	53		
Matched NFT Site	Local		
	FKW	FKW	

Table A15-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR ILM MODEL

		NEW YORK, NY		
		FT	NFT	TOTAL
TOTAL REGISTRATION	*Number*	131	773	904
CHILDREN RETAINED	*Percent*	40.5	31.7	33.0
	Number	53	245	298
No WRAT	*Percent*	8	6	6
	Number	4	15	19
No Income	*Percent*	19	62	55
	Number	10	153	163
WRAT Score	*Mean*	27	33	32
Standard Deviation		12	15	14
	Number	49	230	279
Income	*Mean*	4779	5440	5230
Standard Deviation		2564	2561	2571
	Number	43	92	135
CHILDREN NOT RETAINED	*Percent*	59.5	68.3	67.0
	Number	78	528	606
No WRAT	*Percent*	15	13	13
	Number	12	67	79
No Income	*Percent*	45	69	66
	Number	35	364	399
WRAT Score	*Mean*	30	32	32
Standard Deviation		13	16	15
	Number	66	461	527
Income	*Mean*	5163	5835	5695
Standard Deviation		3062	2875	2920
	Number	43	164	207

Table A15-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE ILM MODEL

	NEW YORK, NY		SPONSOR'S SITES	
	FT	NFT Local Match	FT	NFT Local Match
Fall Kindergarten WRAT				
Mean	27.2	33.3	27.2	33.3
Standard Deviation	12.0	14.7		
Highest Occupation in Household *Mean*	13.4	14.3	13.4	14.3
Standard Deviation	1.9	2.1		
Family Income in Dollars				
Mean	4779	5440	4779	5440
Standard Deviation	2564	2561		
Missing Income Information *No. Missing*	10	153	10	153
Valid Cases	43	92	43	92
Ethnic Membership/Race				
Percent White	0	0	0	0
Percent Black	100	78	100	78
Sex (Percent Male)	51	47	51	47
Entry Age in Months				
Mean	54.6	54.7	54.6	54.7
Standard Deviation	3.5	3.5		
Percent with English as First Language	100	80	100	80
MATCHED SITE	Local			

Table A15-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE ILM MODEL

	NEW YORK, NY			SPONSOR'S SITES			ALL SITES	
	FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		
Total Reading Mean	43.60	49.03		43.60	49.03		38.36	43.58
Standard Deviation	14.59	19.17						
Total Mathematics Mean	42.77	59.05		42.77	59.05		45.83	49.36
Standard Deviation	19.94	23.80						
Language Mean	13.15	17.72		13.15	17.72		16.24	17.53
Standard Deviation	6.14	8.63						
Spelling Mean	16.38	23.84		16.38	23.84		15.73	18.92
Standard Deviation	12.27	12.57						
Raven's Progressive Matrices Mean	15.58	18.34		15.58	18.34		18.26	19.06
Standard Deviation	4.60	4.72						
Coopersmith's Self-Esteem Mean	33.13	36.16		33.13	36.16		35.25	36.53
Standard Deviation	7.39	7.08						
IARS - Locus Negative Mean	10.36	10.85		10.36	10.85		9.69	9.96
Standard Deviation	2.02	2.87						
IARS - Locus Positive Mean	14.98	15.81		14.98	15.81		15.13	15.68
Standard Deviation	2.62	2.91						
Word Knowledge Mean	25.96	27.63		25.96	27.63		21.42	24.66
Standard Deviation	9.95	11.22						
Reading Mean	17.64	21.40		17.64	21.40		16.94	18.92
Standard Deviation	5.82	8.72						
Mathematics Computations Mean	17.58	23.37		7.58	23.37		17.70	18.02
Standard Deviation	8.33	8.78						
Mathematics Concepts Mean	14.09	19.77		14.09	19.77		15.49	17.38
Standard Deviation	7.75	8.73						
Mathematics Problem Solving Mean	11.09	15.91		11.09	15.91		12.63	13.96
Standard Deviation	6.58	8.04						
Language Part A Mean	6.92	8.31		6.92	8.31		7.37	7.83
Standard Deviation	2.90	3.01						
Language Part B Mean	6.23	9.42		6.23	9.42		8.87	9.70
Standard Deviation	4.13	6.86						
BEST MATCH SITE	Local							

Table A15-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE ILM MODEL

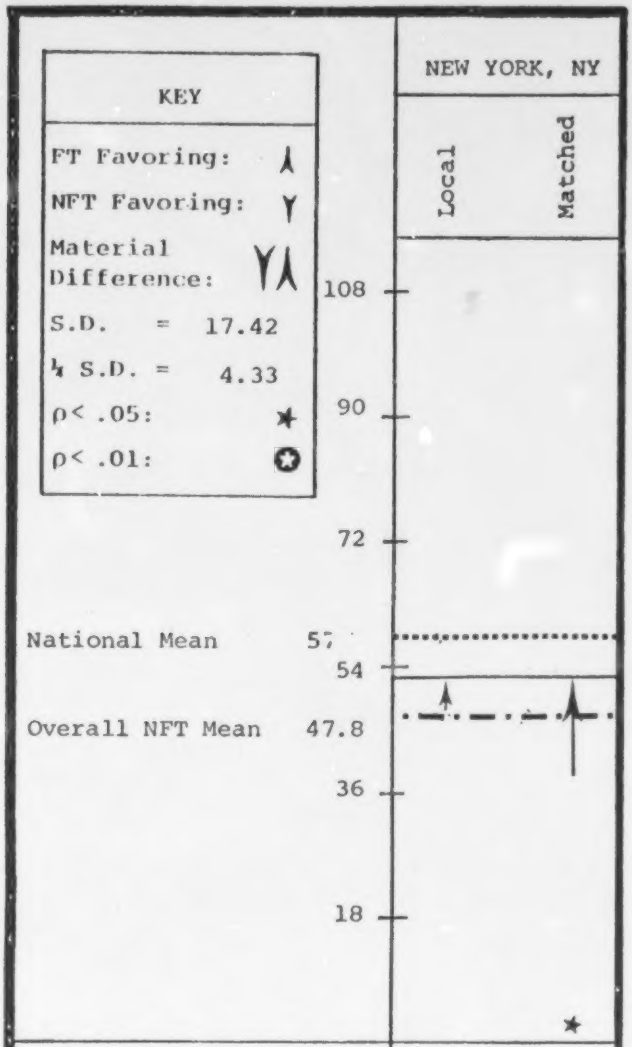
	NEW YORK, NY	
	FT	NFT
American Indian		
Percent		0
Number		1
Black		
Percent	100	78
Number	53	190
Oriental		
Percent		12
Number		29
Mexican American		
Percent		
Number		
Puerto Rican		
Percent		8
Number		20
Other Spanish		
Surname *Percent*		0
Number		1
White		
Percent		
Number		
Other		
Percent		2
Number		4

DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN ILM MODEL

	NEW YORK, NY			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match
Children in Analytic Sample						
Number	51	56	16	51	56	
Fall Kindergarten WRAT						
Mean Score	35.2	27.9	32.6	35.2	27.9	
Percent with Preschool	79	89	54	79	89	
Number Responding	47	36	11	47	36	
Children's Ethnicity						
Percent Black	100	100	100	100	100	
Percent White	0	0	0	0	0	
Percent Other	0	0	0	0	0	
Family Income in Median Dollars	4967	5150	3200	4967	5150	
Number Responding	38	9	10			
Mother's Education						
Percent High School Graduates	66	33	46	66	33	
Number Responding	32	12	11			
Female Heads of Household						
Percent	46	67	36	46	67	
Teachers						
Number	2	3	3	2	3	
Teacher Education						
Percent B.A. or Less	0	0	33	0	0	
Percent More than B.A.	0	33	33	0	33	
Percent More than M.A.	100	67	33	100	67	
Teaching Experience						
Total Years	7.5	8.7	18.0	7.5	8.7	
BEST MATCH SITE	St. Louis, MO					

Table A15-18

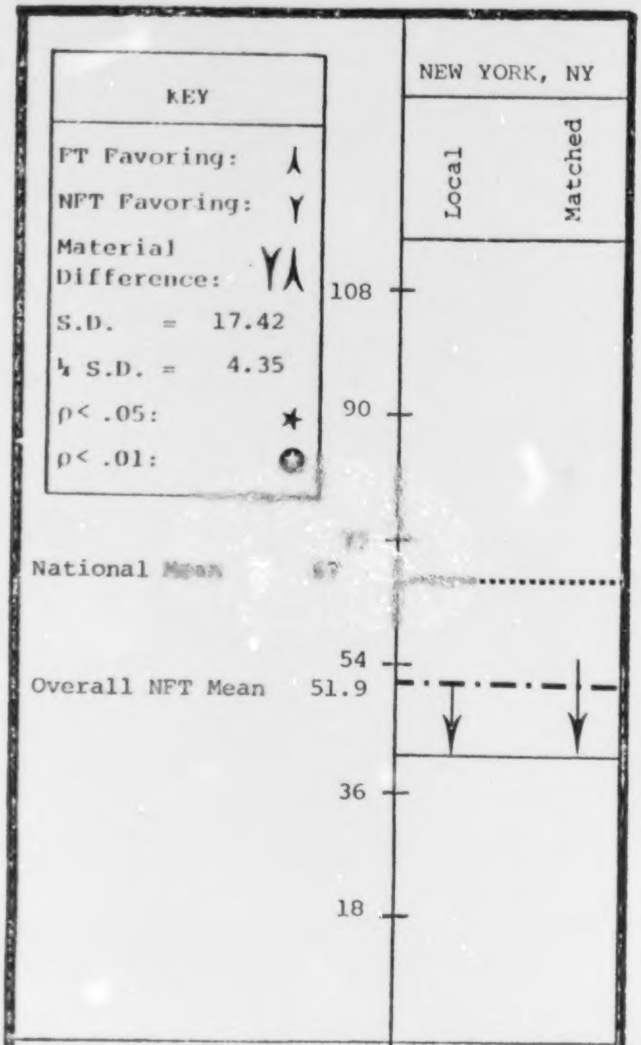
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN ILM MODEL



	NEW YORK, NY Local	Matched
Magnitude of Effect	2.96	11.12
Standard Error	3.68	5.04
FT Mean	52.9	
No. of FT Children	51	
Matched NFT Site	St. Louis, MO	

Table A15-19

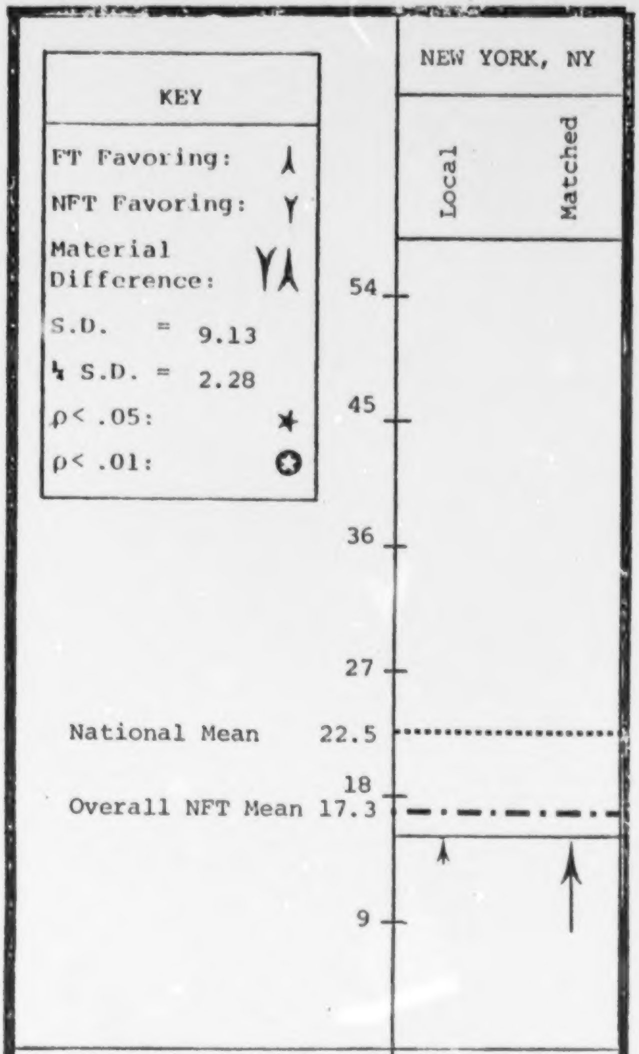
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN TLM MODEL



	Local	Matched
Magnitude of Effect	-8.05	-11.24
Standard Error	4.48	6.80
FT Mean	40.9	
No. of FT Children	51	
Matched NFT Site	St. Louis, MO	

Table A15-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN ILM MODEL



KEY

FT Favoring: ⅄

NFT Favoring: Y

Material Difference: Y⅄

S.D. = 9.13

¼ S.D. = 2.28

$\rho < .05$: ★

$\rho < .01$: ✪

	Local	Matched
Magnitude of Effect	1.51	5.27
Standard Error	2.10	3.42
FT Mean	15.3	
No. of FT Children	51	
Matched NFT Site	St. Louis, MO	

Table A15-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT III SITES IN IIM MODEL

	MAT Norm Population	New York, NY	
		FT	NFT
Reading			
Spring Second Grade Median	52.5	50.9	48.9
Percentile of Median	50.0	43.4	33.4
Grade Equivalent	2.65	2.5	2.4
Fall Kindergarten Median	-	23.7	18.5
Mathematics			
Spring Second Grade Median	57.0	45.8	46.5
Percentile of Median	50.0	9.8	10.5
Grade Equivalent	2.7	2.0	2.0
Fall Kindergarten Median	-	18.1	12.8
Spelling			
Spring Second Grade Median	56.5	52.0	44.5
Percentile of Median	50.0	34.0	13.0
Grade Equivalent	2.85	2.5	2.0
Fall Kindergarten Median	-	19.9	18.4

Table A15-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE ILM MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT Local	Best Match	FT	NFT Local	Best Match
Fall Kindergarten WRAT						
Mean	35.2	27.9	32.6	35.2	27.9	
Standard Deviation	10.2	11.9	11.7			
Highest Occupation in Household *Mean*	14.6	14.2	12.5	14.6	14.2	
Standard Deviation	1.9	1.8	.9			
Family Income in Dollars						
Mean	4737	4933	4510	4737	4933	
Standard Deviation	2315	2022	3124			
Missing Income Information *No. Missing*	13	47	6			
Valid Cases	38	9	10			
Ethnic Membership/Race						
Percent White	0	0	0	0	0	
Percent Black	100	100	100	100	100	
Sex (Percent Male)	47	52	44	47	52	
Entry Age in Months						
Mean	62.5	63.3	67.3	62.5	63.3	
Standard Deviation	3.2	3.6	4.3			
Percent with English as First Language	100	100	100	100	100	
BEST MATCH SITE	St. Louis, MO					

Table A15-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE ILM MODEL

	NEW YORK, NY			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT	FT	NFT
		Local	Best Match				
Spelling							
Mean	15.3	11.1	9.4	15.3	11.1	16.4	15.8
Standard Deviation	11.4	10.1	8.8				
Total Reading							
Mean	52.9	43.5	39.7	52.9	43.5	43.2	46.5
Standard Deviation	16.9	22.9	16.0				
Total Mathematics							
Mean	40.9	44.6	52.5	40.9	44.6	48.3	51.4
Standard Deviation	21.5	21.5	19.4				
BEST MATCH SITE	St. Louis, MO						

Table A15-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE ILM MODEL

	NEW YORK, NY	
	FT	NFT
American Indian		
Percent		
Number		
Black		
Percent	100	100
Number	51	55
Oriental		
Percent		
Number		
Mexican American		
Percent		
Number		
Puerto Rican		
Percent		
Number		
Other Spanish		
Surname *Percent*		
Number		
White		
Percent		
Number		
Other		
Percent		
Number		

Table A15-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE ILM MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
SEX = Sex
P0215622 = Income
LANG = First Language
ENTAGE = Entry Age
OCCUP = Occupation
NOINC = Missing Income
NOOCC = Missing Occupation
ETH1 = White vs. Black

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.67602894	.98078613E-01
NOWRAT	-6.7630378	5.7392473
SEX	-.66790319E-01	2.7734179
P0215622	.35591830E-03	.54109326E-03
LANG	6.3120224	11.243522
ENTAGE	.10912739	.39493100
OCCUP	.44625950	.57196155
NOINC	-4.8368684	7.7659510
NOOCC	3.7314418	7.7211298
ETH1	10.779958	11.009897

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.77020936	.12448638
NOWRAT	-5.5085131	7.2845708
SEX	1.1940633	3.5201634
P0215622	.48047417E-03	.69657655E-03
LANG	9.6326315	14.270852
ENTAGE	.64332019E-01	.50380507
OCCUP	.89159993	.85288708
NOINC	-7.5691575	9.8569412
NOOCC	5.6229015	9.3000518
ETH1	17.296115	13.974323

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.37630211	.70017907E-01
NOWRAT	-6.3249817	4.0972396
SEX	-1.4508174	1.9799313
P0215622	.71813224E-04	.34602472E-03
LANG	.34851056	8.1287028
ENTAGE	.56095915E-01	.24336736
OCCUP	.40104036	.47971051
NOINC	-5.4383485	5.5440795
NOOCC	4.2762453	5.5120819
ETH1	5.4677084	7.8599190

MAT Language

VARIABLE	B	STD ERROR B
FKW	.30797324	.43474208E-01
NOWRAT	-2.7660215	2.5439807
SEX	-.16228289	1.2293419
P0215622	.15193641E-03	.23980711E-03
LANG	3.3985292	4.9837961
ENTAGE	-.89860802E-01	.17594316
OCCUP	.25481956	.29785247
NOINC	-2.0264919	3.4423261
NOOCC	1.0183563	3.4224587
ETH1	3.1914254	4.8802338

Raven's

VARIABLE	B	STD ERROR B
FKW	.11159744	.26971241E-01
NOWRAT	-.63266641E-01	1.5782775
SEX	1.3936132	.76207979
P0215622	-.80786962E-04	.14877557E-03
LANG	-2.6849092	3.4919275
ENTAGE	-.80217135E-01	.10915457
OCCUP	.20893363E-01	.18478407
NOINC	.89050432	2.1356082
NOOCC	-.77501123	2.1232525
ETH1	-1.5420244	3.5276815

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.75297328E-01	.44942902E-01
NOWRAT	-1.4077709	2.6249243
SEX	-.45484489	1.2708709
P0215622	.15428547E-03	.24790855E-03
LANG	-.20589289	5.1521581
ENTAGE	-.48392992E-01	.18180736
OCCUP	.33098481E-01	.30741527
NOINC	.61741265	3.5595184
NOOCC	-1.8906441	3.5399800
ETH1	-.73894765	5.0451033

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.45401955E-01	.17513774E-01
NOWRAT	.15408224	1.0248537
SEX	-.76808356	.49524572
P0215622	.99124334E-05	.96607341E-04
LANG	.30507553	2.0077414
ENTAGE	.15991284E-01	.70879447E-01
OCCUP	.66487006E-01	.11979133
NOINC	-.96409845E-02	1.3867541
NOOCC	-.44756485	1.3707524
ETH1	.35987577	1.9660235

Table A15-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.26072911E-01	.17247947E-01
NOWRAT	.23248447	1.0092993
SEX	-.21900120	.48772881
PO215622	.16847761E-04	.75141020E-04
LANG	1.4393657	1.9772677
ENTAGE	.73248381E-01	.64803648E-01
OCCUP	.34948997E-01	.11817008
NOINC	-.62587052	1.3657977
NOOCC	.55541183	1.3578255
ETHI	1.4761363	1.9351628

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.38778939	.59761158E-01
NOWRAT	-4.5381712	3.4070443
SEX	.33732006	1.6893961
PO215622	.21572406E-03	.32964720E-03
LANG	4.2826703	6.8505912
ENTAGE	-.52213600E-02	.24105758
OCCUP	.22697723	.40943891
NOINC	-3.7139235	4.7319412
NOOCC	3.1909563	4.7046307
ETHI	5.7594820	6.7085391

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.28823954	.44605544E-01
NOWRAT	-2.2248665	2.6134015
SEX	-.40411038	1.2628885
PO215622	.14019424E-03	.24635104E-03
LANG	2.0293521	5.1197881
ENTAGE	.11434775	.18074434
OCCUP	.21928227	.33598076
NOINC	-1.1249469	3.3392612
NOOCC	.53948552	3.3198517
ETHI	5.0214750	5.3134070

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	.28419067	.40261678E-01
NOWRAT	-2.5962538	2.7070951
SEX	.36279905	1.3001645
PO215622	.15908185E-03	.25518302E-03
LANG	5.7467239	5.3033397
ENTAGE	-.48313413E-01	.13722424
OCCUP	.27532241	.31695054
NOINC	-1.4733255	3.6630404
NOOCC	1.0243506	3.6418992
ETHI	7.1540800	5.1931436

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.24303641	.48681942E-01
NOWRAT	-2.0156641	2.6487217
SEX	-.35390429	1.2766035
PO215622	.14524347E-03	.26853336E-03
LANG	.20857992	5.5807935
ENTAGE	.83961337E-01	.19701922
OCCUP	.35567448	.33353238
NOINC	-3.2228567	3.5546790
NOOCC	2.2525801	3.8324317
ETHI	5.3449152	5.4648323

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.24290228	.43306534E-01
NOWRAT	-.89659523	2.5341589
SEX	.68517154	1.2246005
PO215622	.16544857E-03	.23908221E-03
LANG	3.6769277	4.9645683
ENTAGE	.28434095E-01	.17526457
OCCUP	.26020204	.29570409
NOINC	-3.1709752	3.4290495
NOOCC	2.3449708	3.4092588
ETHI	4.7831188	4.8614115

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.91923242E-01	.16973653E-01
NOWRAT	-.57725223	.99324741
SEX	-.22417780	.47947243
PO215622	.76548635E-05	.93627988E-04
LANG	1.2395721	1.9458232
ENTAGE	.12274674E-01	.60693557E-01
OCCUP	.10043898	.11649082
NOINC	-.78449011	1.3439888
NOOCC	.31871124	1.3382319
ETHI	.75338439	1.4903916

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.21605301	.35577446E-01
NOWRAT	-2.1887693	2.0818958
SEX	.61804982E-01	1.0060412
PO215622	.13425154E-03	.19624796E-03
LANG	2.6589572	4.0785223
ENTAGE	-.10212748	.14399441
OCCUP	.15438061	.24375014
NOINC	-1.2419024	2.0179536
NOOCC	.69964529	2.8057340
ETHI	2.4280410	3.9937742

Table A16-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES
FOR COHORT III SITES IN SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	52.3	53.3	55.9	49.1	59.3	55.9	50.7	56.3	
Number	5	8	9	10	5	9			
Local Mean Difference				→	10.2		→	5.6	
Best Match Mean Difference		→	3.6		→	6.8			
Flexible Classroom	53.7	42.3	51.9	49.9	46.2	51.9	51.8	44.2	
Number	5	7	9	10	5	9			
Local Mean Difference	11.4	←		3.7	←		7.6	←	
Best Match Mean Difference									
Individualization	57.3	39.1	52.9	55.0	48.1	52.9	56.2	43.6	
Number	4	8	9	10	5	9			
Local Mean Difference	18.2	←		6.9	←		12.6	←	
Best Match Mean Difference	4.4	←							
Academic (vs. Emotional) Emphasis	47.8	51.9	45.6	51.0	50.0	45.6	49.4	51.0	
Number	5	8	8	9	5	8			
Local Mean Difference	→	4.1							
Best Match Mean Difference				5.4	←				
Satisfaction with Sponsor	54.8			53.0			53.9		
Number	5			9					
Local Mean Difference									
Best Match Mean Difference									
BEST MATCH SITE	Houston, TX			Houston, TX					

Table A16-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Years in School												
Mean	4.5	6.3	8.8	5.0	6.0	3.6	2.4	4.2		4.0	5.5	
Standard Deviation	2.6	6.1	6.3	4.7	4.2	2.3	1.5	3.2				
Number	6	30	9	11	7	8	7	17				
Years in Model												
Mean	3.0			2.6			2.3			2.6		
Standard Deviation	1.3			1.6			1.5					
Number	6			11			7					
Age in Years												
Mean	36.8	35.4	43.0	34.5	37.6	34.5	26.9	33.8		32.7	35.6	
Standard Deviation	5.7	10.9	13.8	12.6	14.4	10.8	5.1	11.3				
Number	5	30	9	10	7	8	7	16				
Teacher Ethnicity												
Percent White	25	55	44	64	100	62	86	65		58	73	
Percent Black	50	41	56	0	0	25	14	35		21	25	
Percent Spanish Surname	25	3	0	27	0	12	0	0		17	1	
Percent Other	0	0	0	9	0	0	0	0		3	0	
Number	4	29	9	11	7	8	7	17				
Teacher Certification												
Percent None	0	0	0	0	0	0	0	0		0	0	
Percent Temporary	50	17	0	18	14	12	29	6		32	12	
Percent Renewable/Permanent	50	79	100	82	86	88	71	94		68	86	
Percent Other	0	3	0	0	0	0	0	0		0	1	
Number	6	29	9	11	7	8	7	17				
BEST MATCH SITE	Paterson, NJ			Houston, TX			Local					

Table A16-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match
Years in School									
Mean	6.4	8.5	9.0	7.3	7.4	9.0	6.8	8.0	
Standard Deviation	5.0	5.6	7.1	5.4	5.0	7.1	5.2	5.3	
Number	5	8	10	10	5	10			
Years in Model									
Mean	2.8			3.7			3.2		
Standard Deviation	1.8			1.6			1.7		
Number	5			10					
Age in Years									
Mean	36.4	34.2	49.4	38.0	44.2	49.4	37.2	39.2	
Standard Deviation	12.9	10.5	11.5	14.1	12.4	11.5	13.5	11.4	
Number	5	8	8	10	5	8			
Teacher Ethnicity									
Percent White	50	25	60	100	80	60	75	52	
Percent Black	25	62	30	0	0	30	12	31	
Percent Spanish Surname	25	12	10	0	0	10	12	6	
Percent Other	0	0	0	0	20	10	0	10	
Number	4	8	10	10	5	10			
Teacher Certification									
Percent None	0	0	0		0	0	0	0	
Percent Temporary	33	12	10		0	10	33	6	
Percent Renewable/Permanent	67	88	90		100	90	67	94	
Percent Other	0	0	0		0	0	0	0	
Number	3	8	10		4	10			
BEST MATCH SITE	Houston, TX			Houston, TX					

Table A16-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974)
FOR COHORT II SITES IN SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR.,LA			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	52.2	55.1	49.2	48.8	48.5	50.8	49.4	56.5		50.1	53.4	
Number	6	30	9	11	7	8	7	16				
Local Mean Difference		→ 2.9						→ 7.1			→ 3.3	
Best Match Mean Difference	3.0 ←							→ 7.1				
Flexible Classroom	49.3	44.0	45.8	54.8	50.8	45.8	49.2	48.2		51.1	47.7	
Number	6	30	8	11	7	8	7	16				
Local Mean Difference	5.3 ←			4.0 ←						3.4 ←		
Best Match Mean Difference	3.5 ←			9.0 ←								
Individualization	44.1	44.4	43.6	54.1	53.6	46.4	62.1	50.9		53.4	49.6	
Number	6	30	9	11	7	8	7	16				
Local Mean Difference							11.2 ←			3.8 ←		
Best Match Mean Difference				7.7 ←			11.2 ←					
Academic (vs. Emotional) Emphasis *Number*	46.6 5	55.1 30	46.3 8	48.4 11	59.4 7	50.5 8	54.6 7	52.0 16		49.9	55.5	
Local Mean Difference		→ 8.5			→ 11.0		2.6 ←				→ 5.6	
Best Match Mean Difference							2.6 ←					
Satisfaction with Sponsor *Number*	52.9 6			54.6 10			52.6 7			53.4		
Local Mean Difference												
Best Match Mean Difference												
BEST MATCH SITE	Paterson, NJ			Houston, TX			Local					

Table A16-5
STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match
School Helped Child	45.7	45.6	48.0	50.3	50.6	46.6	48.0	48.1	
Number	31	69	25	32	24	32	63	93	
Local Mean Difference									
Best Match Mean Difference				3.7 ←					
School Helped Parent Understand	46.8	47.5	46.3	49.5	48.0	45.5	48.1	47.7	
Number	31	71	26	32	24	33	63	95	
Local Mean Difference									
Best Match Mean Difference				4.0 ←					
Child's Progress in School	48.5	47.7	50.5	49.4	50.4	44.2	48.9	49.0	
Number	32	72	26	31	24	34	63	96	
Local Mean Difference									
Best Match Mean Difference				5.2 ←					
PAC Involvement	51.6	41.6	43.4	48.9	40.8	45.6	50.2	41.2	
Number	15	26	2	21	6	9	36	32	
Local Mean Difference	10.0 ←			8.1 ←			9.0 ←		
Best Match Mean Difference	8.2 ←			3.3 ←			5.7 ←		
Child's Emotional Adjustment	45.8	47.7	48.5	51.9	50.3	49.6	48.8	49.0	
Number	32	72	26	32	24	34	64	96	
Local Mean Difference									
Best Match Mean Difference			→ 2.7						
Parent Visits to School	48.1	48.2	47.6	49.0	46.9	48.3	48.5	47.5	
Number	26	61	23	22	22	24	48	83	
Local Mean Difference									
Best Match Mean Difference									
Parent Child Interaction	51.9	49.1	50.2	44.0	46.3	55.9	47.9	47.7	
Number	24	60	9	23	16	20	47	76	
Local Mean Difference	2.8 ←								
Best Match Mean Difference						→ 11.9			
Parent Locus	47.6	49.0	50.5	48.4	50.0	41.8	48.0	49.5	
Number	32	71	22	31	24	34	63	95	
Local Mean Difference									
Best Match Mean Difference			→ 2.9	6.6 ←					
BEST MATCH SITE	Patterson, NJ			Houston, TX					

Table A16-5 (Continued)

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974)
FOR COHORT II SITES IN SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
School's Receptivity	44.2	48.0	47.8	51.6	49.8	48.5	47.9	48.9	
Number	30	70	24	30	24	34	60	94	
Local Mean Difference		→ 3.8							
Best Match Mean Difference			→ 3.6	3.1 ←					
Talks with Teacher	51.2	50.3	45.2	54.7	53.3	47.6	52.9	51.8	
Number	26	61	23	22	22	24	48	83	
Local Mean Difference									
Best Match Mean Difference	6.0 ←			7.1 ←			6.5 ←		
School Helped Parent Personally	47.6	47.9	45.1	48.0	48.0	47.3	47.8	47.9	
Number	31	71	26	32	24	33	63	95	
Local Mean Difference									
Best Match Mean Difference	2.5 ←								
Satisfaction with Teacher	47.7	46.6	45.9	51.1	52.8	48.6	49.4	49.7	
Number	25	68	25	23	13	28	48	81	
Local Mean Difference									
Best Match Mean Difference				2.5 ←					
BEST MATCH SITE	Paterson, NJ			Houston, TX					

Figure A16-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME
WITH COHORT II SITES IN SEDL MODEL HIGHLIGHTED

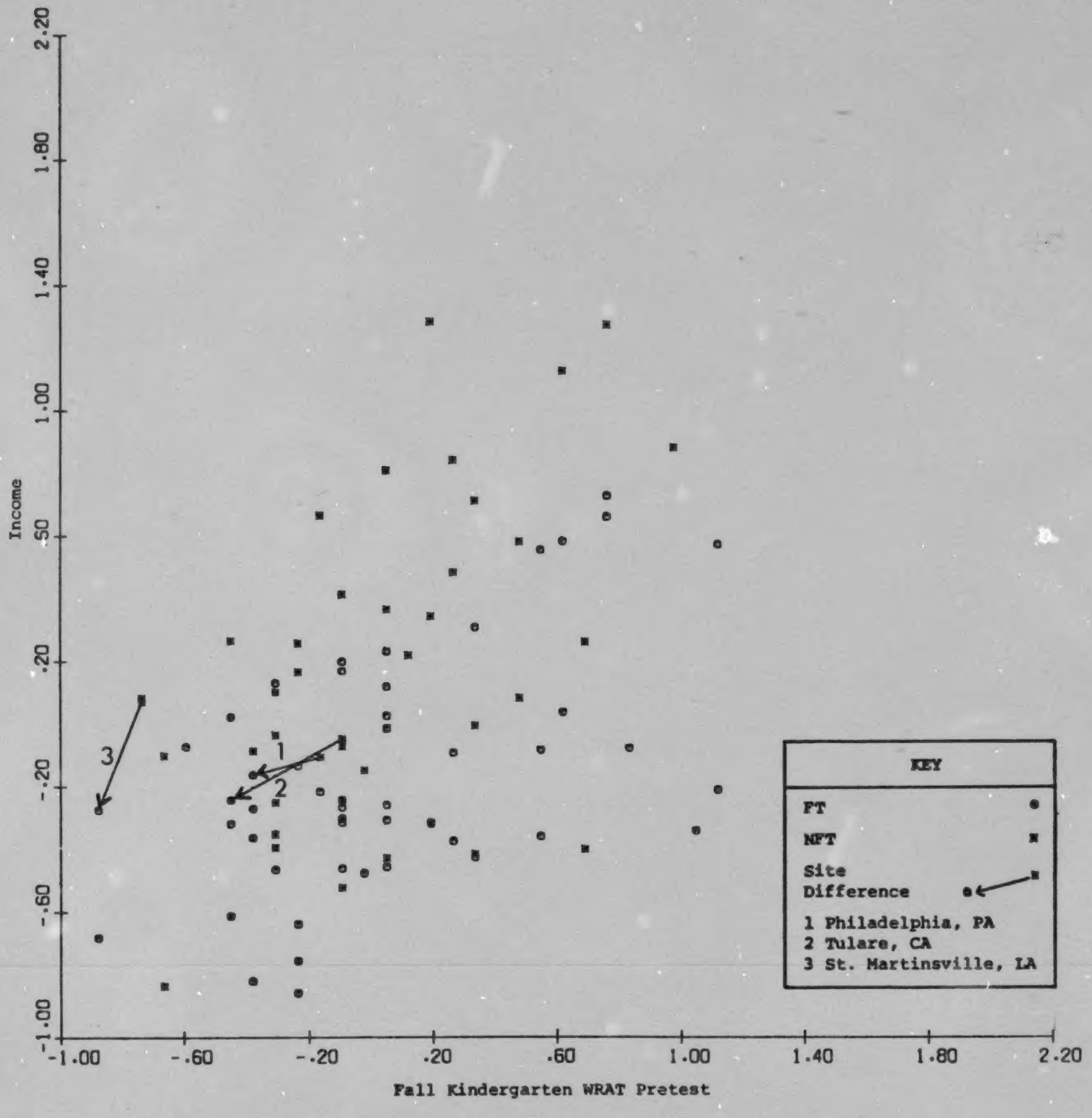


Figure A16-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN SEDL MODEL HIGHLIGHTED

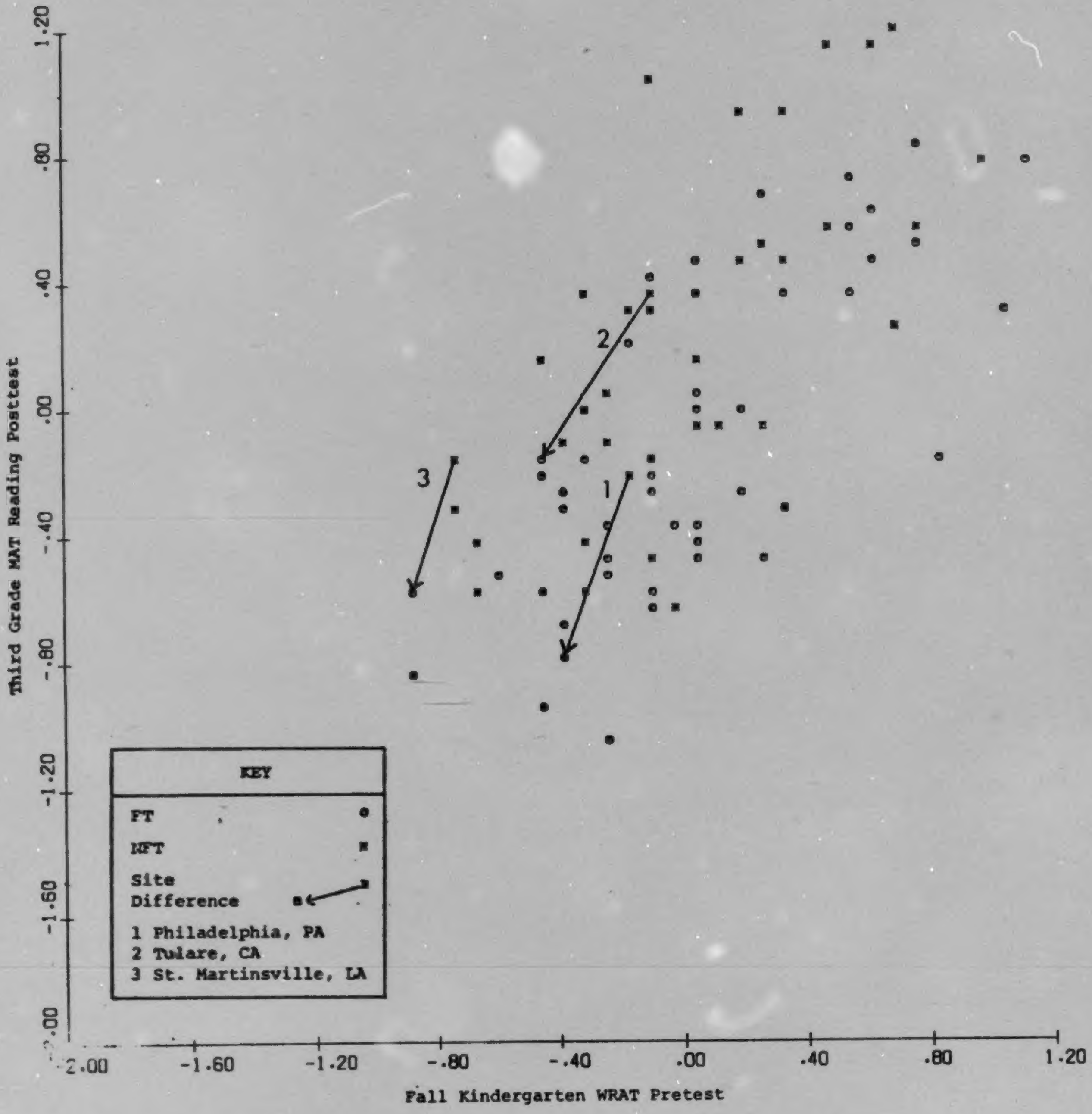
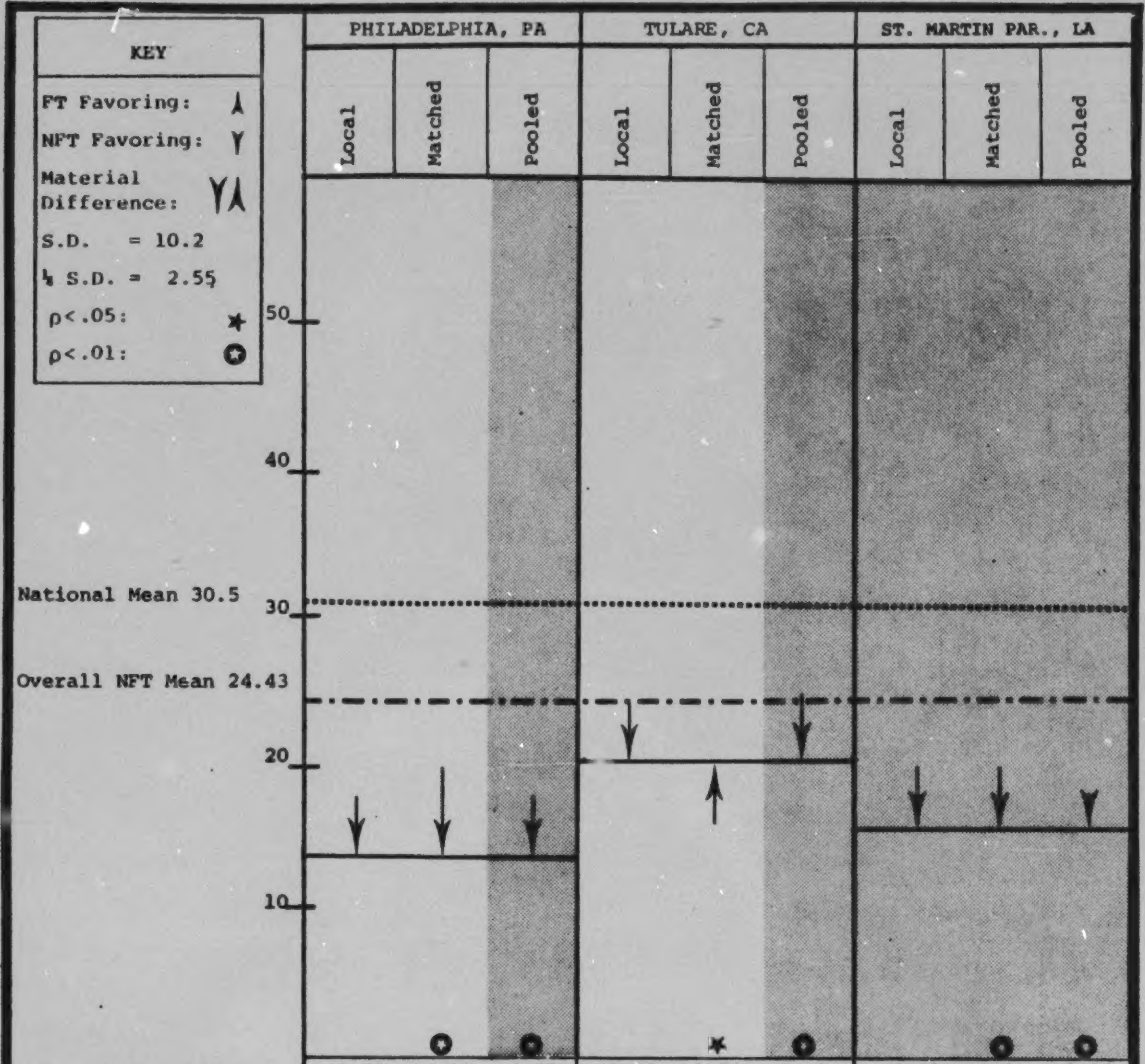


Table A16-6

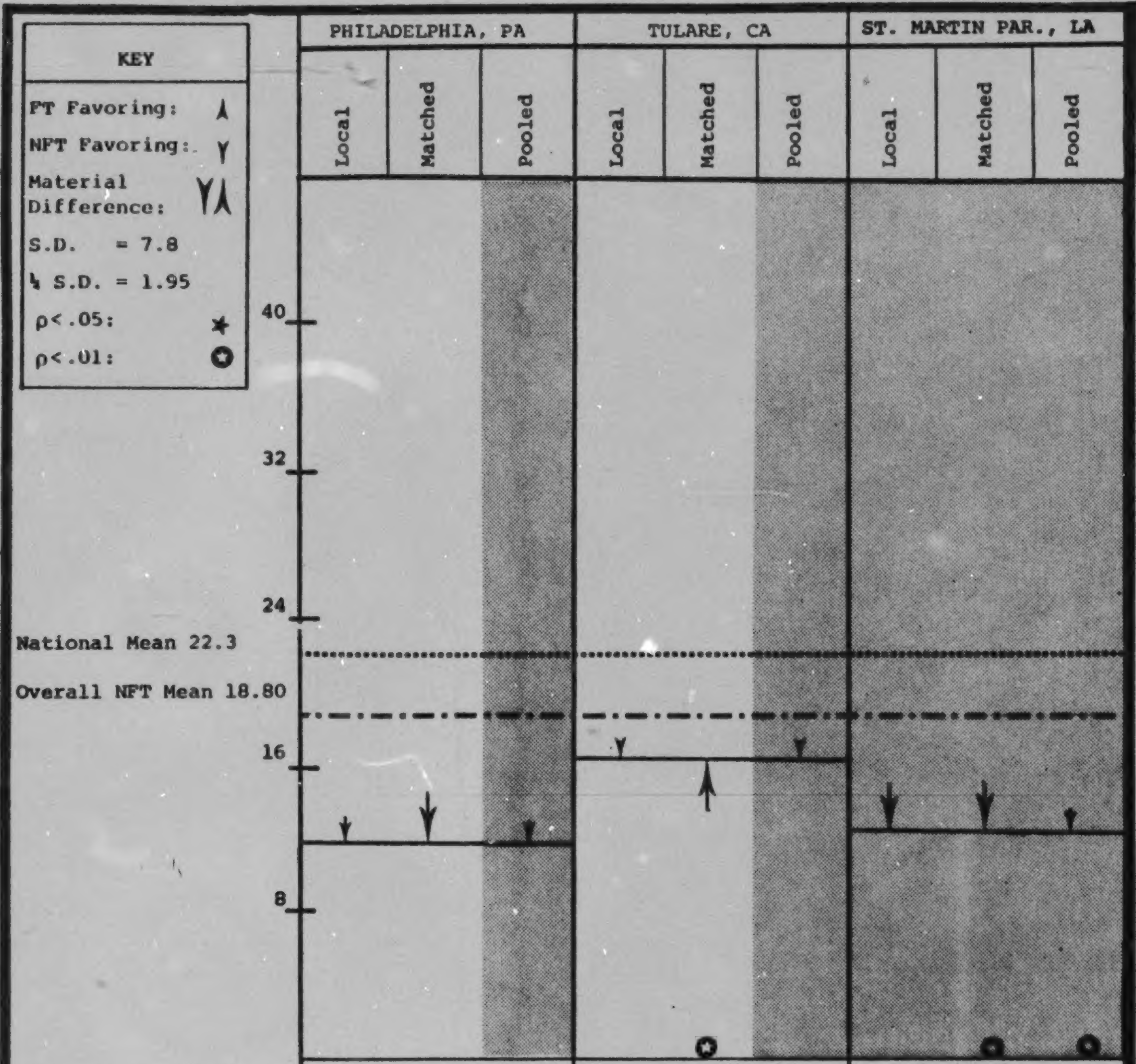
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	-3.51	-6.29	-4.47	-3.16	3.73	-3.91	-3.62	-3.82	-2.86
Standard Error	1.87	1.97	.92	2.15	1.38	.64	1.99	1.23	.60
FT Mean		13.51			20.17			15.46	
No. of FT Children		86			173			115	
Matched NFT Site	Paterson, NJ			Houston, TX			Local		
			FKW			FKW	PS	PS	FKW

Table A16-7

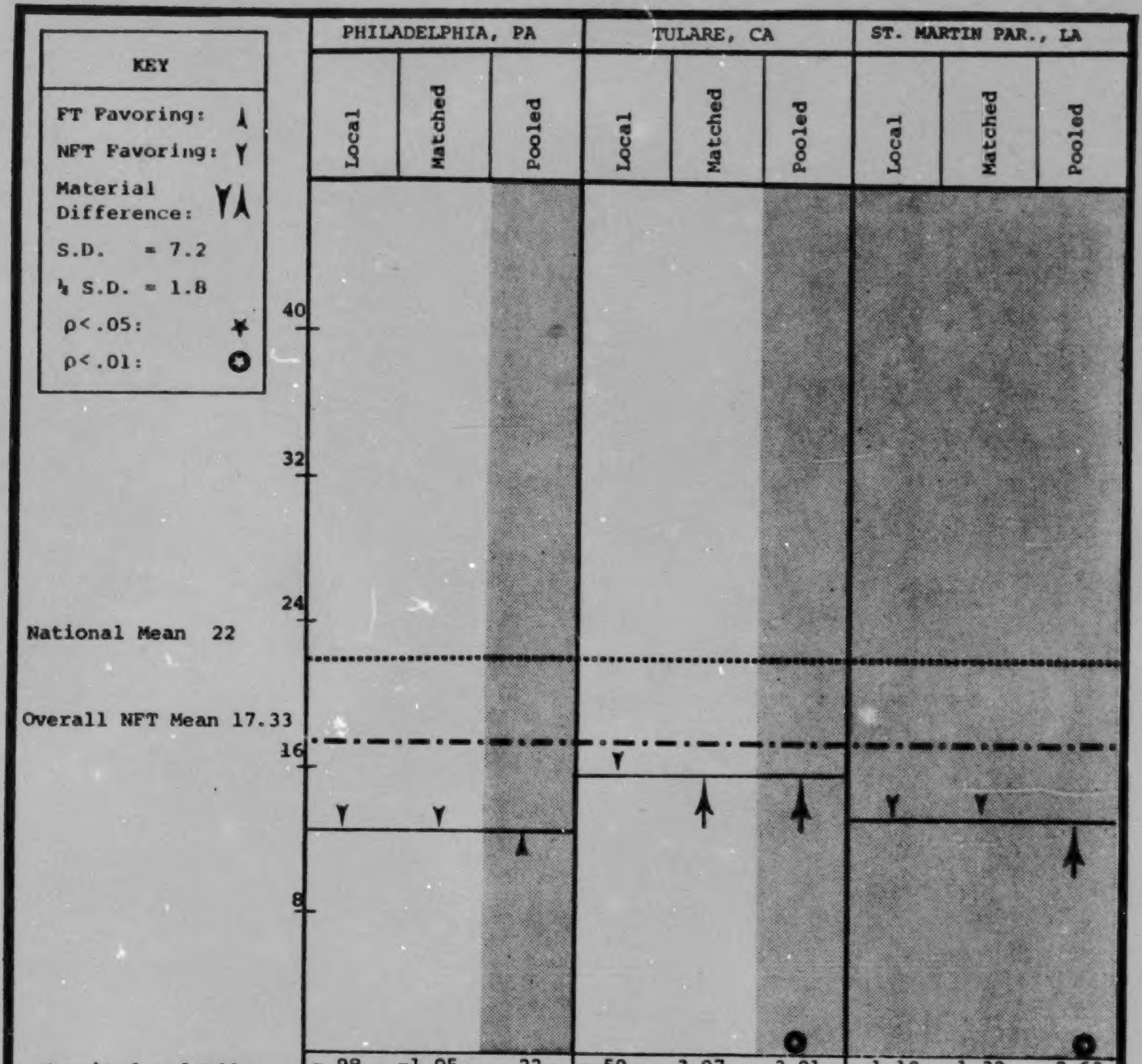
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	TULARE, CA Local	TULARE, CA Matched	TULARE, CA Pooled	ST. MARTIN PAR., LA Local	ST. MARTIN PAR., LA Matched	ST. MARTIN PAR., LA Pooled
Magnitude of Effect	-1.49	-2.64	-1.30	-.92	2.61	-.24	-2.54	-2.76	-1.27
Standard Error	1.26	1.43	.71	1.46	.92	.43	1.76	.87	.44
FT Mean	11.86			16.78			13.91		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		
			FKW			FKW	PS	PS	FKW

Table A16-8

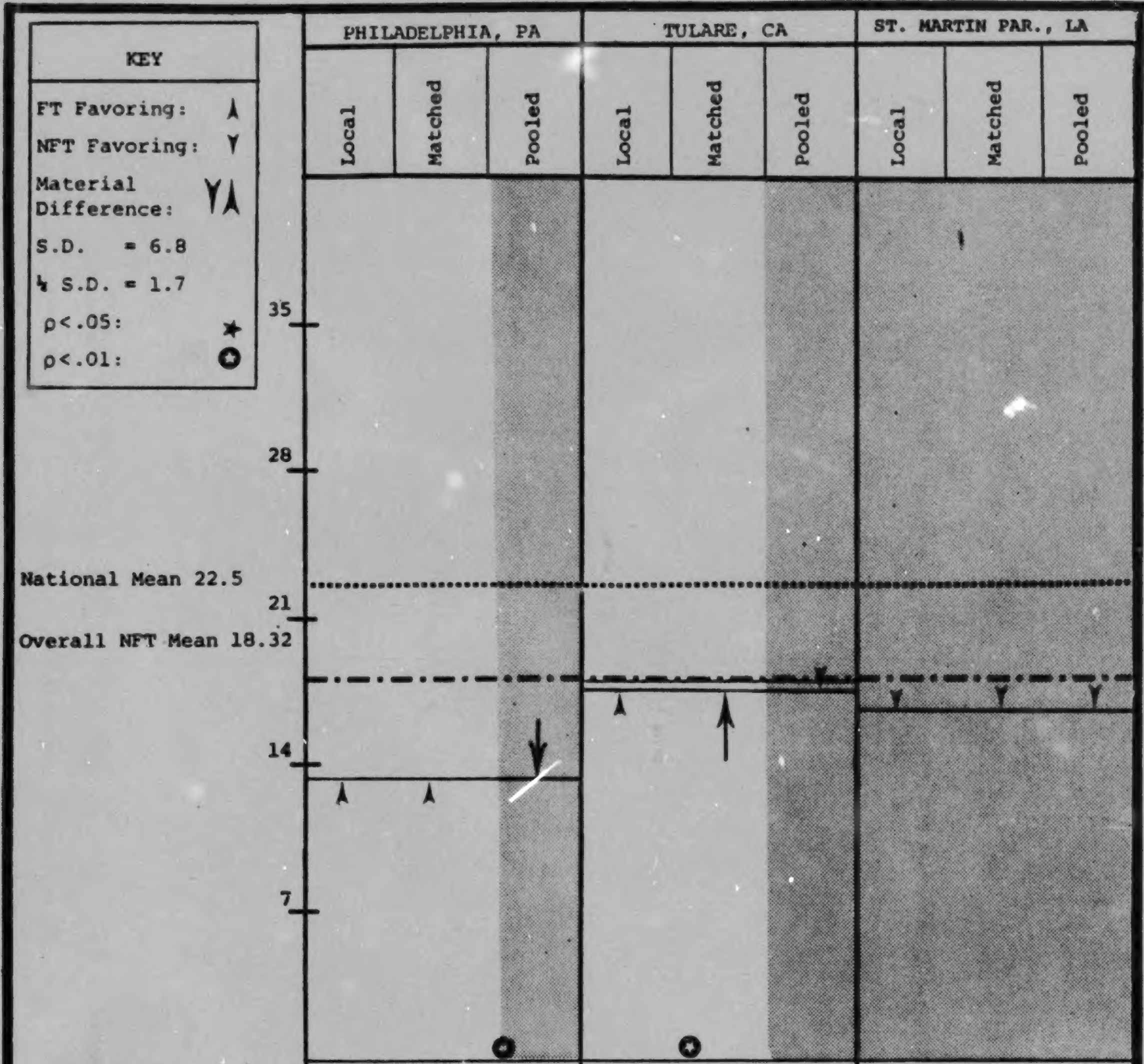
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	TULARE, CA Local	TULARE, CA Matched	TULARE, CA Pooled	ST. MARTIN PAR., LA Local	ST. MARTIN PAR., LA Matched	ST. MARTIN PAR., LA Pooled
Magnitude of Effect	-.98	-1.05	.22	-.59	3.97	3.01	-1.10	-1.32	2.63
Standard Error	1.33	1.30	.63	1.53	9.43	.40	1.41	.96	.50
FT Mean	12.33			15.87			12.90		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		
			FKW			FKW	PS	PS	FKW

Table A16-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN SEDL MODEL

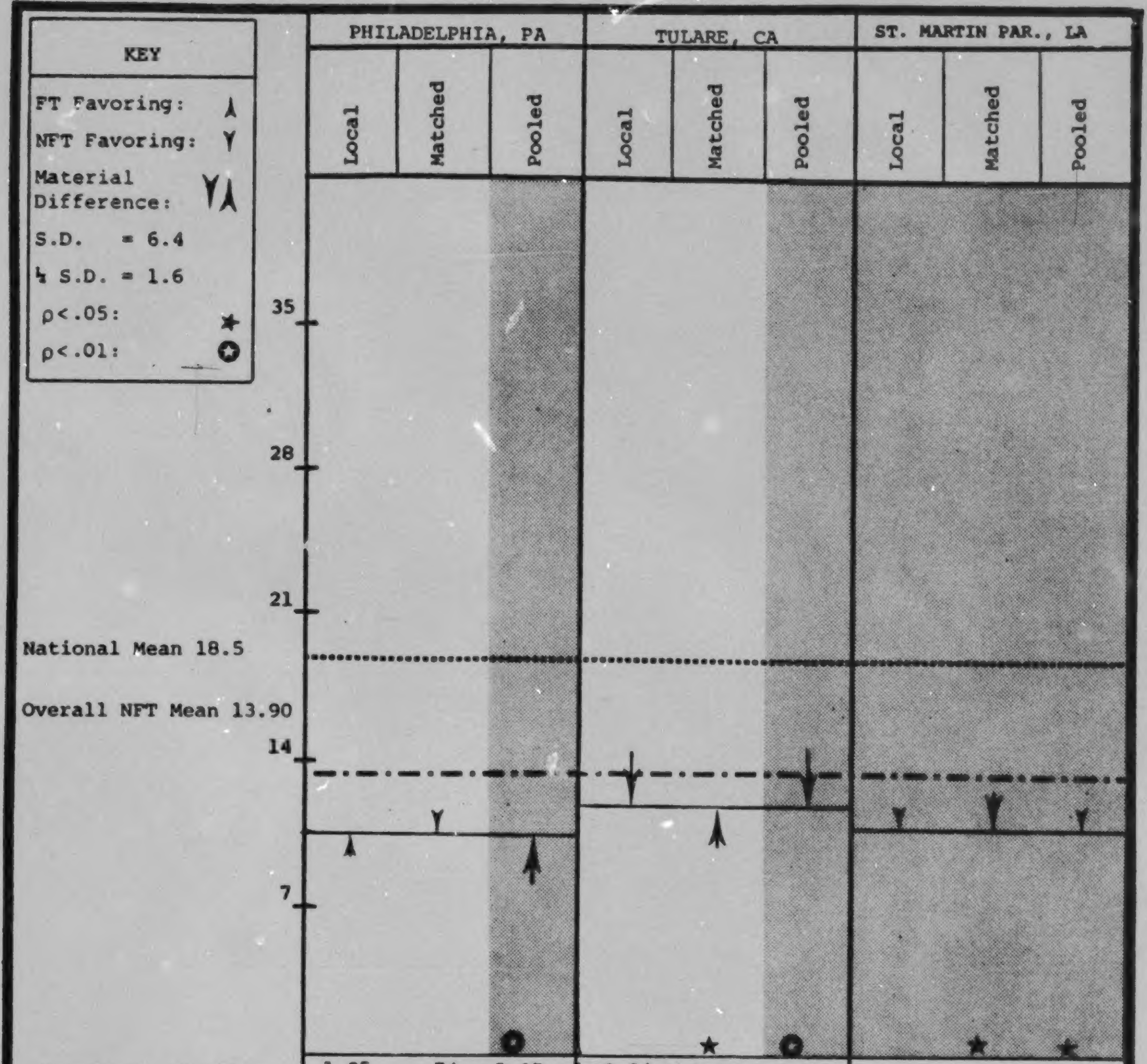


	Philadelphia, PA Local	Philadelphia, PA Matched	Philadelphia, PA Pooled	Tulare, CA Local	Tulare, CA Matched	Tulare, CA Pooled	St. Martin Par., LA Local	St. Martin Par., LA Matched	St. Martin Par., LA Pooled
Magnitude of Effect	.74	.84	-2.76	.88	4.20	-.59	-.66	-.56	-.60
Standard Error	1.29	1.19	.54	1.48	.88	.47	1.37	1.01	.55
FT Mean	13.70			17.73			16.10		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		

FKW FKW PS PS FKW

Table A16-10

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN SEDL MODEL

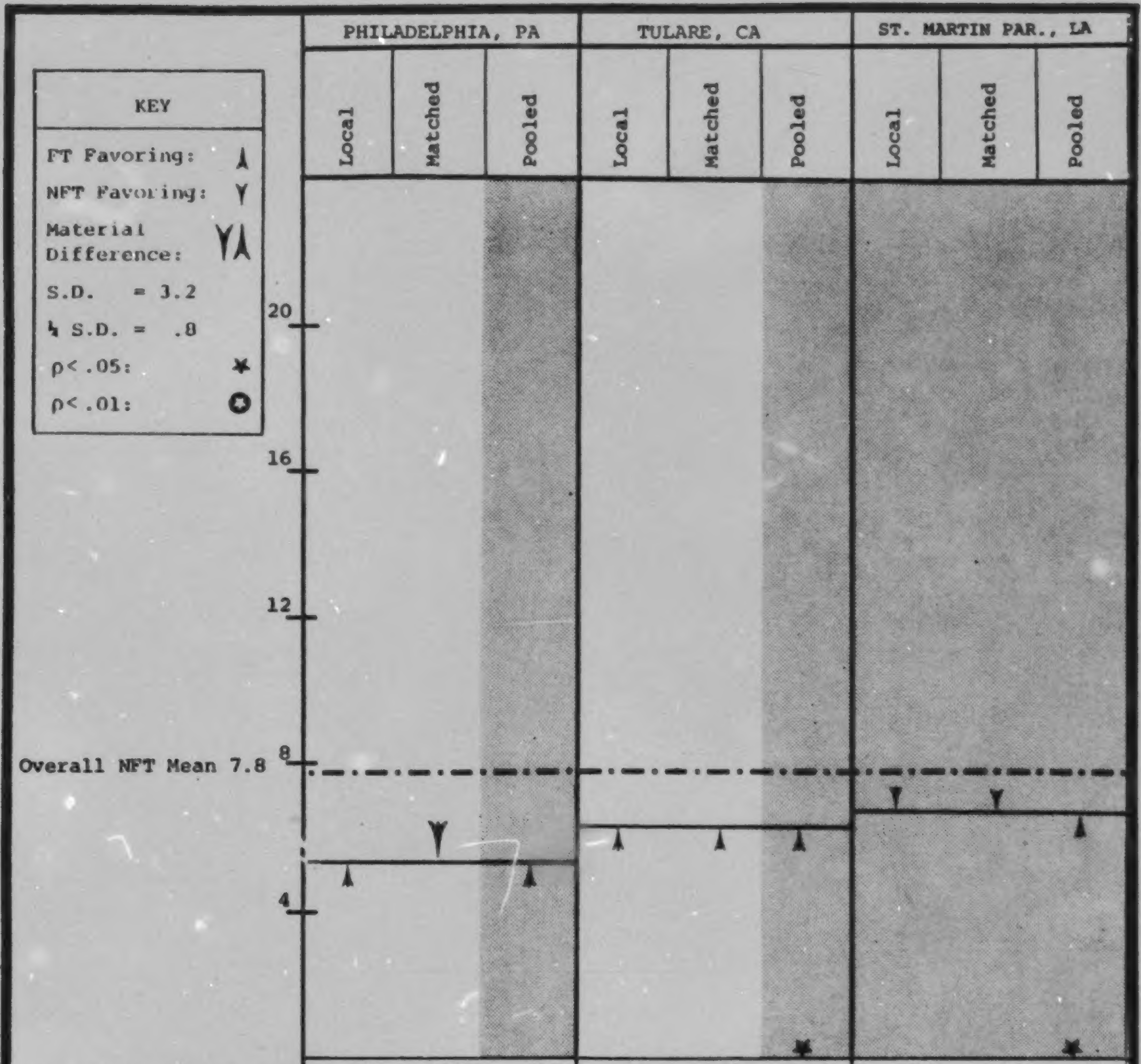


	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	TULARE, CA Local	TULARE, CA Matched	TULARE, CA Pooled	ST. MARTIN PAR., LA Local	ST. MARTIN PAR., LA Matched	ST. MARTIN PAR., LA Pooled
Magnitude of Effect	1.05	-.74	2.37	-2.24	2.14	-2.69	-1.12	-1.78	-1.03
Standard Error	1.12	1.13	.54	1.30	.84	.38	1.20	.73	.39
FT Mean	10.55			12.44			10.90		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		

FKW FKW PS PS FKW

Table A16-11

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN SEDL MODEL

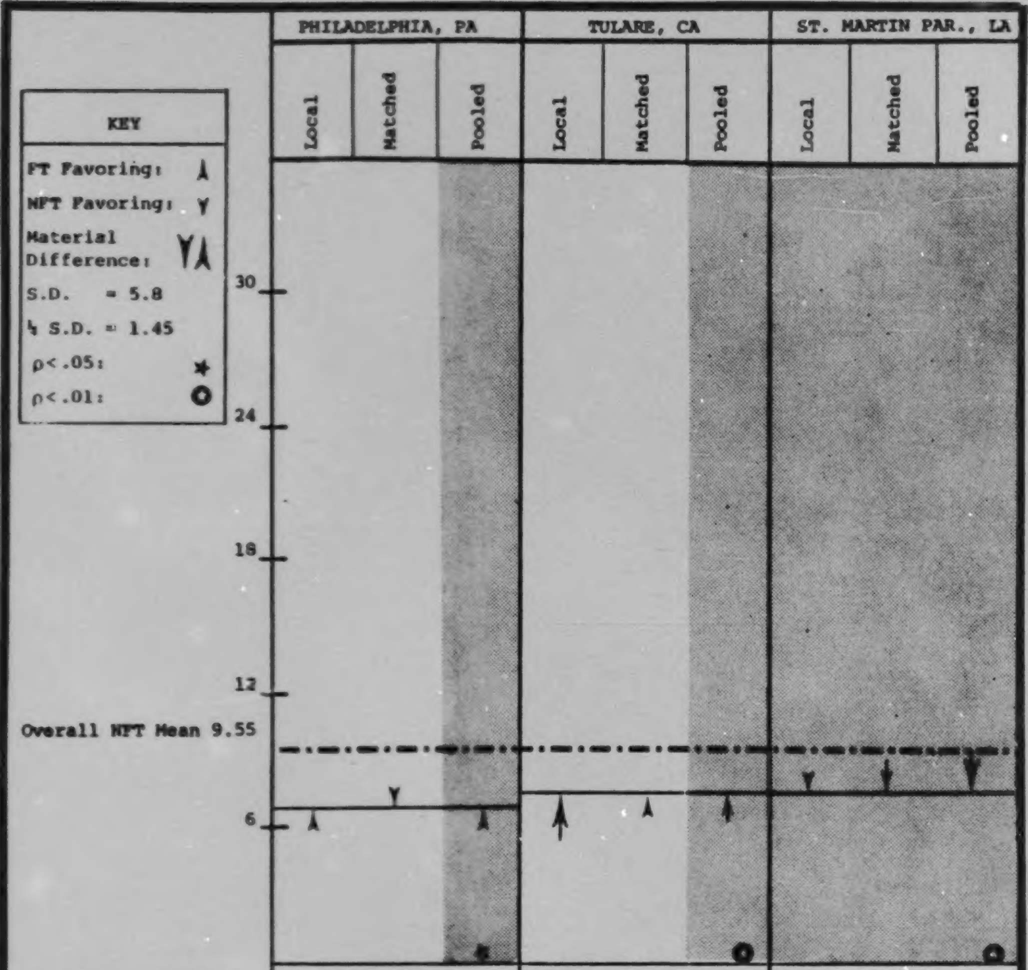


	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	PHILADELPHIA, PA Pooled	TULARE, CA Local	TULARE, CA Matched	TULARE, CA Pooled	ST. MARTIN PAR., LA Local	ST. MARTIN PAR., LA Matched	ST. MARTIN PAR., LA Pooled
Magnitude of Effect	.72	-1.15	.39	.21	.63	.50	-.39	-.01	.61
Standard Error	.62	.68	.32	.71	.42	.20	.66	.48	.27
FT Mean	5.37			6.35			6.70		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		

FKW FKW PS PS FKW

Table A16-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN SEDL MODEL



	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.75	-.14	.98	2.13	.25	1.24	-1.08	-1.43	-1.52
Standard Error	1.07	1.15	.48	1.22	.66	.31	1.13	.78	.40
FT Mean	6.86			7.66			7.70		
No. of FT Children	86			173			115		
Matched NFT Site	Paterson, NJ			Houston, TX			Local		
			FKW			FKW	PS	PS	FKW

1150

Table A16-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA		
	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION									
Number	222	1123	1345	282	160	442	164	148	312
CHILDREN RETAINED									
Percent	38.7	11.0	15.6	61.4	31.9	50.7	70.1	58.8	64.7
Number	86	124	210	173	51	224	115	87	202
No WRAT *Percent*	38	5	19	3	6	4	9	3	6
Number	33	6	39	6	3	9	10	3	13
No Income *Percent*	55	65	61	65	31	58	44	1	26
Number	47	81	128	113	16	129	51	1	52
WRAT Score *Mean*	24	27	26	23	28	24	17	19	18
Standard Deviation	14	14	14	12	11	12	11	14	12
Number	53	118	171	167	48	215	105	84	189
Income *Mean*	4974	5000	4988	4750	5300	4953	4656	5639	5220
Standard Deviation	1888	2265	2082	2611	2596	2605	2864	3033	2993
Number	39	43	82	60	35	95	64	86	150
CHILDREN NOT RETAINED									
Percent	61.3	89.0	84.4	38.6	68.1	49.3	29.9	41.2	35.3
Number	136	999	1135	109	109	218	49	61	110
No WRAT *Percent*	50	15	20	5	6	5	6	28	18
Number	68	154	222	5	6	11	3	17	20
No Income *Percent*	74	78	77	81	40	61	47	31	38
Number	101	778	879	88	44	132	23	19	42
WRAT Score *Mean*	21	23	23	21	18	19	17	15	16
Standard Deviation	15	13	13	12	11	12	12	12	12
Number	68	845	913	104	103	207	46	44	90
Income *Mean*	4914	4674	4707	5238	5692	5581	5365	5583	5500
Standard Deviation	1821	2334	2269	3254	2874	2958	2759	3242	3047
Number	35	221	256	21	65	86	26	42	68

Table A16-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			ST. MARTIN PAR., LA		SPONSOR'S SITES	
	FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Match		Local	Match		Local Match		Local Match
Fall Kindergarten WRAT										
Mean	24.3	26.8	24.2	23.3	28.0	25.2	17.0	18.9	21.5	24.6
Standard Deviation	14.1	13.8	11.9	12.1	10.6	10.8	11.0	13.8		
Highest Occupation in Household *Mean*	13.3	14.0	13.4	13.0	13.6	13.5	14.5	14.4	13.6	14.0
Standard Deviation	1.6	2.0	1.4	2.4	2.2	2.0	2.4	2.6		
Family Income in Dollars										
Mean	4974	5000	5187	4750	5300	4402	4656	5639	4793	5313
Standard Deviation	1888	2265	2392	2611	2596	2756	2864	3033		
Missing Income Information *No. Missing*	47	81	4	113	16	32	51	1		
Valid Cases	39	43	32	60	35	46	64	86		
Ethnic Membership/Race										
Percent White	4	1	3	15	72	4	46	64	22	46
Percent Black	60	83	81	11	8	55	54	36	42	42
Sex (Percent Male)	57	55	36	54	41	41	53	45	55	47
Entry Age in Months										
Mean	54.1	54.1	55.6	56.5	56.5	59.4	54.7	55.1	55.1	55.2
Standard Deviation	3.5	3.1	4.3	4.8	3.8	3.7	3.5	5.3		
Percent with English as First Language	64	89	82	75	90	77	98	97	79	92
MATCHED SITE	Paterson, NJ			Houston, TX			Local			

Table A16-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			ST.MARTINSVILLE,LA			SPONSOR'S SITES			ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading Mean	25.37	36.50	38.03	36.95	47.45	29.30	29.37	37.62		30.56	40.52		38.36	43.58
Standard Deviation	15.41	17.37	15.25	15.82	18.78	15.04	11.48	15.76						
Total Mathematics Mean	36.57	43.40	39.42	46.05	55.31	33.60	39.90	45.91		40.84	48.21		45.83	49.36
Standard Deviation	14.50	21.68	15.11	17.53	21.46	12.83	15.81	18.89						
Language Mean	12.23	14.96	14.00	14.01	14.49	12.49	14.41	16.82		13.55	15.42		16.24	17.53
Standard Deviation	6.47	9.13	8.43	6.51	5.97	5.86	6.64	7.34						
Spelling Mean	10.40	17.55	17.47	13.86	21.53	9.13	9.71	15.92		11.32	18.33		15.73	18.92
Standard Deviation	11.08	13.17	10.72	11.45	11.40	10.31	11.40	13.74						
Raven's Progressive Matrices Mean	16.27	17.50	18.00	19.51	21.43	17.56	17.16	17.24		17.65	18.72		18.26	19.06
Standard Deviation	4.63	4.57	5.32	3.99	3.25	4.31	4.99	5.21						
Coopersmith's Self-Esteem Mean	32.03	35.33	36.11	36.48	36.75	36.08	34.84	36.41		34.45	36.16		35.25	36.53
Standard Deviation	7.88	7.63	8.86	6.68	6.68	6.83	7.11	7.22						
IARS - Locus Negative Mean	9.52	9.85	10.11	9.87	9.94	8.56	10.04	9.86		9.81	9.88		9.69	9.96
Standard Deviation	2.85	3.27	2.53	2.22	2.63	2.96	2.62	2.46						
IARS - Locus Positive Mean	13.52	14.72	15.08	15.35	16.02	14.64	14.69	15.18		14.52	15.31		15.13	15.68
Standard Deviation	3.78	3.33	2.91	2.56	2.52	2.91	3.09	3.46						
Word Knowledge Mean	13.51	20.56	21.94	20.17	27.31	15.74	15.46	20.38		16.38	22.75		21.42	24.66
Standard Deviation	9.22	11.26	10.03	10.03	11.79	9.72	7.57	9.50						
Reading Mean	11.86	15.94	16.08	16.78	20.14	13.55	13.91	17.24		14.18	17.77		16.94	18.92
Standard Deviation	6.78	7.06	6.12	6.60	7.83	6.21	5.12	6.87						
Mathematics Computations Mean	13.70	15.98	13.83	17.73	19.20	12.81	16.10	17.76		15.84	17.65		17.70	18.02
Standard Deviation	5.50	7.63	5.63	7.03	7.23	4.22	6.92	7.91						
Mathematics Concepts Mean	12.33	15.40	13.83	15.87	19.45	11.15	12.90	15.31		13.70	16.72		15.49	17.38
Standard Deviation	6.07	8.46	6.57	6.89	7.72	6.16	6.58	7.33						
Mathematics Problem Solving Mean	10.55	12.02	12.25	12.44	16.67	9.64	10.90	12.84		11.30	13.84		12.63	13.96
Standard Deviation	5.31	7.27	9.09	5.93	7.76	5.07	4.76	5.49						
Language Part A Mean	5.37	7.07	6.61	6.35	7.73	5.50	6.70	7.53		6.14	7.44		7.37	7.83
Standard Deviation	3.14	3.59	3.02	3.02	2.68	3.01	3.24	3.24						
Language Part B Mean	6.86	7.89	7.39	7.66	6.76	6.99	7.70	9.29		7.41	7.98		8.87	9.70
Standard Deviation	4.46	6.81	6.63	4.68	5.28	3.94	4.68	5.46						
BEST MATCH SITE	Paterson, NJ			Houston, TX			Local							

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Table A16-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE SEDL MODEL

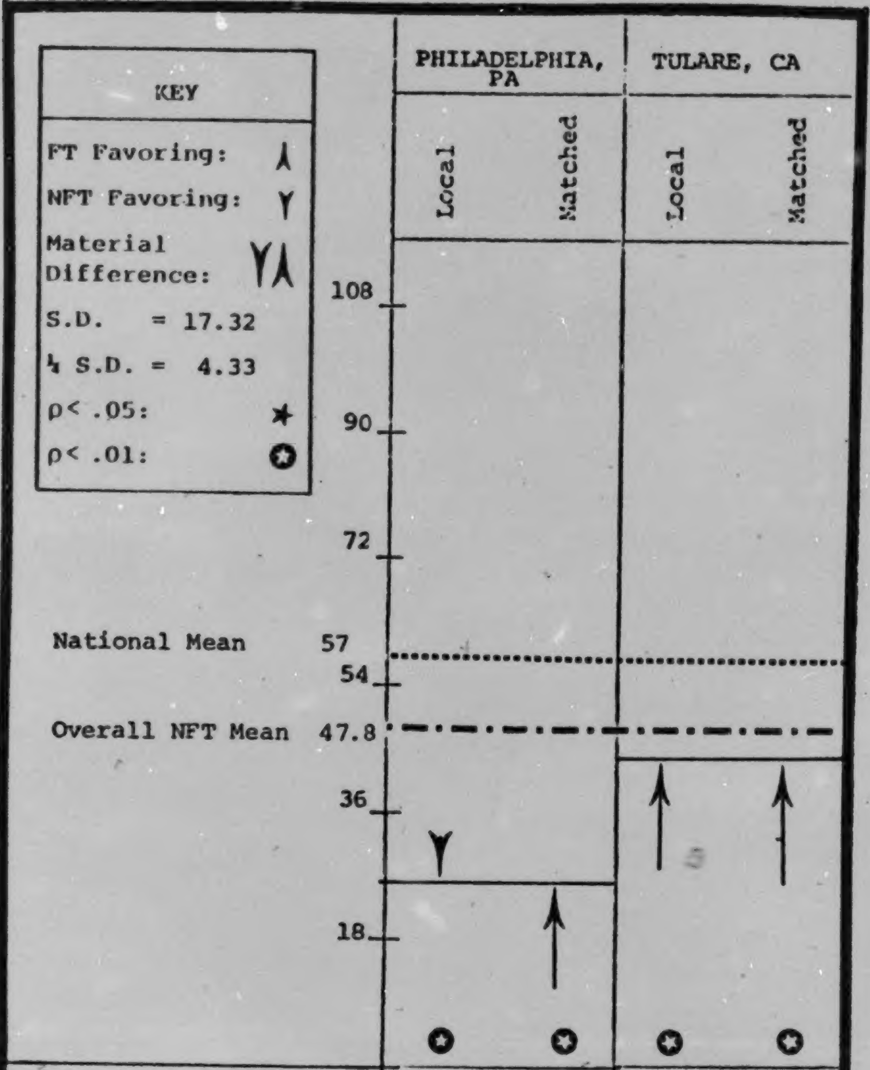
	PHILADELPHIA, PA		TULARE, CA		ST. MARTINSVILLE, LA	
	FT	NFT	FT	NFT	FT	NFT
American Indian						
Percent			1			
Number			1			
Black						
Percent	60	83	11	8	54	36
Number	52	103	19	4	62	31
Oriental						
Percent		2	2			
Number		2	3			
Mexican American						
Percent			70	20		
Number			122	10		
Puerto Rican						
Percent	33	14				
Number	28	17				
Other Spanish						
Surname *Percent*	2					
Number	2					
White						
Percent	4	1	15	72	46	64
Number	3	1	26	37	53	55
Other						
Percent	1	1	1			
Number	1	1	2			

Table A16-17
DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match
Children in Analytic Sample									
Number	88	66	45	169	67	45	128	66	
Fall Kindergarten WRAT									
Mean Score	19.2	26.2	19.5	22.5	28.0	19.5	20.8	27.1	
Percent with Preschool	77	67	31	70	40	31	74	54	
Number Responding	47	24	45	102	67	45			
Children's Ethnicity									
Percent Black	36	68	51	10	6	51	23	37	
Percent White	3	2	2	13	57	2	8	30	
Percent Other	61	30	47	77	38	47	69	34	
Family Income in Median Dollars	4200	4400	4800	4500	5300	4800	4325	4850	
Number Responding	23	11	44	56	66	44			
Mother's Education									
Percent High School Graduates	26	15	28	31	35	28	28	25	
Number Responding	23	13	43	58	66	43			
Female Heads of Household									
Percent	56	46	40	16	12	40	36	29	
Teachers									
Number	5	8	10	10	5	10	8	6	
Teacher Education									
Percent B.A. or Less	20	38	60	60	60	60	40	49	
Percent More than B.A.	60	38	10	20	20	10	40	29	
Percent More than M.A.	20	25	30	20	20	30	20	22	
Teaching Experience									
Total Years	6.8	9.8	19.1	9.5	11.2	19.1	8.1	10.5	
BEST MATCH SITE	Houston, TX			Houston, TX					

Table A16-18

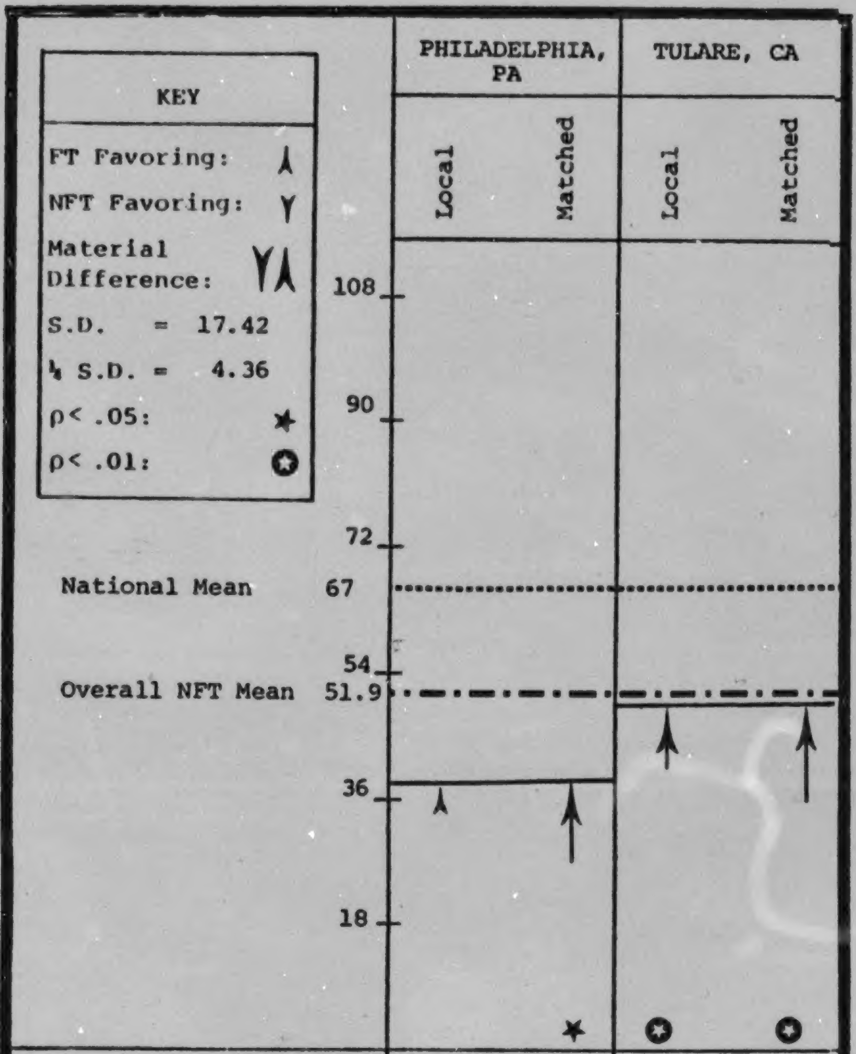
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN SEDL MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	TULARE, CA Local	TULARE, CA Matched
Magnitude of Effect	-6.83	14.90	15.83	17.93
Standard Error	2.40	3.33	2.57	3.24
FT Mean	26.4		43.5	
No. of FT Children	88		169	
Matched NFT Site	Houston, TX		Houston, TX	

Table A16-19

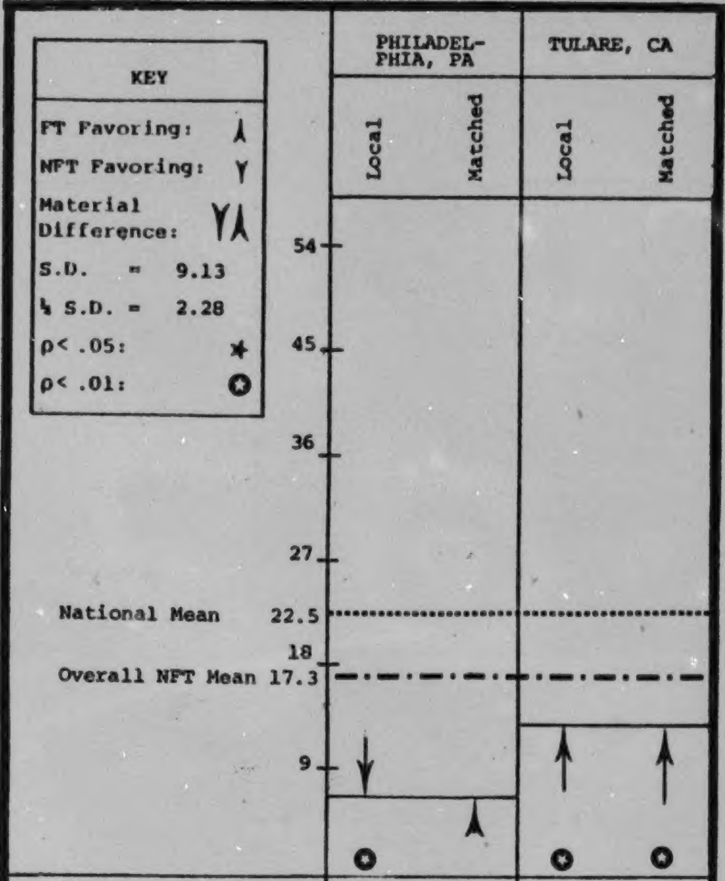
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN SEDL MODEL



	PHILADELPHIA, PA Local	PHILADELPHIA, PA Matched	TULARE, CA Local	TULARE, CA Matched
Magnitude of Effect	1.11	11.70	8.07	13.70
Standard Error	2.79	5.14	2.63	3.09
FT Mean	38.1		50.9	
No. of FT Children	88		169	
Matched NFT Site	Houston, TX		Houston, TX	

Table A16-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN SEDL MODEL



	PHILADELPHIA, PA		TULARE, CA	
	Local	Matched	Local	Matched
Magnitude of Effect	-5.28	2.45	6.24	6.85
Standard Error	1.44	2.42	1.55	1.85
FT Mean	6.5		13.5	
No. of FT Children	88		169	
Matched NFT Site	Houston, TX		Houston, TX	

Table A16-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS, AND SPELLING) FOR COHORT III SITES IN SEDL MODEL

	MAT Norm Population	Philadelphia PA		Tulare, CA	
		FT	NFT	FT	NFT
Reading					
Spring Second Grade Median	52.5	36.7	46.2	47.2	45.0
Percentile of Median	50.0	3.7	20.6	24.0	16.0
Grade Equivalent	2.65	1.7	2.2	2.3	2.1
Fall Kindergarten Median	-	17.0	18.6	17.5	18.0
Mathematics					
Spring Second Grade Median	57.0	39.5	47.0	51.8	50.2
Percentile of Median	50.0	4.5	11.0	23.2	16.8
Grade Equivalent	2.7	1.7	2.0	2.3	2.3
Fall Kindergarten Median	-	5.5	10.3	6.4	14.6
Spelling					
Spring Second Grade Median	56.5	38.8	49.5	48.6	47.4
Percentile of Median	50.0	6.8	26.0	22.4	18.8
Grade Equivalent	2.85	1.5	2.3	2.3	2.2
Fall Kindergarten Median	-	18.2	19.1	18.9	20.9

Table A16-22

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			SPONSOR'S SITES		
	FT	NFT Local	Best Match	FT	NFT Local	Best Match	FT	NFT Local	Best Match
Fall Kindergarten WRAT									
Mean	19.2	26.2	19.5	22.5	28.0	19.5	20.8	27.1	
Standard Deviation	12.1	9.9	9.7	11.9	8.9	9.7			
Highest Occupation in Household *Mean*	13.4	13.3	14.0	13.4	13.1	14.0	13.4	13.2	
Standard Deviation	1.1	2.5	1.9	2.5	2.4	1.9			
Family Income in Dollars									
Mean	4709	5491	4489	4952	5591	4489	4830	5541	
Standard Deviation	2680	2780	2344	2358	2727	2344			
Missing Income Information *No. Missing*	65	55	1	113	1	1			
Valid Cases	23	11	44	56	66	44			
Ethnic Membership/Race									
Percent White	3	2	2	13	57	2	8	30	
Percent Black	36	68	51	10	6	51	23	37	
Sex (Percent Male)	41	41	47	46	40	47	44	40	
Entry Age in Months									
Mean	62.2	62.8	67.3	65.1	64.6	67.3	63.6	63.7	
Standard Deviation	3.7	3.2	3.3	4.1	3.5	3.3			
Percent with English as First Language	46	71	100	59	72	100	52	72	
BEST MATCH SITE	Houston, TX			Houston, TX					

Table A16-23

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE SEDL MODEL

	PHILADELPHIA, PA			TULARE, CA			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT		FT	NFT	FT	NFT
		Local	Best Match		Local	Best Match				
Spelling										
Mean	6.5	14.4	6.4	13.5	12.2	6.4	10.0	13.3	16.4	15.8
Standard Deviation	7.5	9.4	8.1	9.8	7.3	8.1				
Total Reading										
Mean	26.4	37.0	26.8	43.5	37.0	26.8	35.0	37.0	43.2	46.5
Standard Deviation	13.0	14.6	10.7	17.8	14.5	10.7				
Total Mathematics										
Mean	38.1	43.3	33.8	50.9	49.3	33.8	44.5	46.3	48.3	51.4
Standard Deviation	17.2	15.3	12.5	17.1	14.3	12.5				
BEST MATCH SITE	Houston, TX			Houston, TX						

Table A16-24

ETHNIC DISTRIBUTION OFR COHORT III CHILDREN IN THE SEDL MODEL

	PHILADELPHIA, PA		TULARE, CA	
	FT	NFT	FT	NFT
American Indian				
Percent				
Number				
Black				
Percent	36	68	10	6
Number	32	45	16	4
Oriental				
Percent				
Number				
Mexican American				
Percent			74	36
Number			125	24
Puerto Rican				
Percent	59	27		
Number	52	18		
Other Spanish Surname *Percent*	1		1	1
Number	1		1	1
White				
Percent	3	2	13	57
Number	3	1	22	38
Other				
Percent		3	3	
Number		2	5	

Table A16-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE SEDL MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
SEX = Sex
P0215622 = Income
NOINC = Missing Income
OCCUP = Occupation
ENTAGE = Entry Age
ETH1 = White vs. Black
LANG = First Language
ETH2 = White vs. Other
NOOCC = Missing Occupation

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.55364862	.62837859E-01
NOWRAT	-3.1248075	2.7684440
SEX	-1.5019063	1.4804559
P0215622	.27430279E-03	.28345287E-03
NOINC	4.4230267	3.4574077
OCCUP	.32106451	.32068598
ENTAGE	-.60227212E-01	.18136033
ETH1	.44654944	1.3491265
LANG	-1.1442784	2.6723079
ETH2	1.4081530	1.7214190
NOOCC	-4.8000227	3.4226871

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.72773085	.68370868E-01
NOWRAT	-3.1348730	3.0174735
SEX	-.13627092	1.6159903
P0215622	.39917894E-03	.30949507E-03
NOINC	2.2819911	3.7738348
OCCUP	.24931329	.35043593
ENTAGE	.40619570	.19795881
ETH1	1.3950937	1.4726014
LANG	-.38816659	2.9166831
ETH2	-.20912386	1.8789869
NOOCC	-3.9160875	3.7359386

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.37750306	.50135583E-01
NOWRAT	-1.8701982	2.2113636
SEX	-3.3641669	1.1842535
P0215622	.25127670E-03	.22674101E-03
NOINC	.48901540	2.7656665
OCCUP	.20856891	.25652470
ENTAGE	.12854800	.14507465
ETH1	.28724922	1.0791999
LANG	-.31101945	2.1376457
ETH2	.17836517	1.3770059
NOOCC	-1.0027322	2.7378927

MAT Language

VARIABLE	B	STD ERROR B
FKW	.23427700	.29136943E-01
NOWRAT	-1.7526380	1.2859320
SEX	-.58439590	.60865633
P0215622	.14180364E-03	.13185237E-03
NOINC	1.9794262	1.6082652
OCCUP	.23793613	.14917191
ENTAGE	.80905182E-01	.84362488E-01
ETH1	.12935560	.62756652
LANG	-.94976707	1.2430643
ETH2	.79718097	.80074397
NOOCC	-1.9945404	1.5921144

Raven's

VARIABLE	B	STD ERROR B
FKW	.13633351	.18471510E-01
NOWRAT	-.33162569	.81522303
SEX	1.3328879	.43657712
P0215622	.99446210E-04	.93588465E-04
NOINC	-.68016875E-01	1.0195676
OCCUP	.98361955E-01	.94568978E-01
ENTAGE	.20024030E-01	.53482021E-01
ETH1	1.3353926	.39784892
LANG	-.26779551E-01	.72804679
ETH2	-.10164231	.50763563
NOOCC	.61395292	1.0093289

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.11818494	.33051253E-01
NOWRAT	-.74409002	1.4506845
SEX	-.92709627	.78117149
P0215622	.13624361E-03	.14936564E-03
NOINC	.26040448	1.8243225
OCCUP	-.30289793E-01	.16921194
ENTAGE	.10324809	.95449500E-01
ETH1	.42113035	.71187405
LANG	.64556894	1.4160598
ETH2	.25074547	.90831778
NOOCC	-.45349432	1.8060070

IARS (+)

VARIABLE	B	STD ERROR B
FKW	.68414374E-01	.13971734E-01
NOWRAT	-.62738411	.61462956
SEX	-.15147494	.33022419
P0215622	.23297364E-04	.63225700E-04
NOINC	.26506320	.77119463
OCCUP	.94737482E-02	.71530849E-01
ENTAGE	.34121923E-01	.40453443E-01
ETH1	.58245615	.31073042
LANG	.37741835	.59607362
ETH2	.11401395	.34397239
NOOCC	-.46333195	.75345001

Table A16-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.51457749E-01	.12070375E-01
NOWRAT	-1.2705284	.53271483
SEX	-.23588054E-01	.28528525
P0215622	.53378057E-04	.54621837E-04
NUINC	-.27830432	.66624974
OCCUP	-.24248407E-01	.61796403E-01
ENTAGE	-.15045673E-02	.34948308E-01
ETH1	.21979505	.25997796
LANG	.69278264E-01	.51495427
ETH2	.23511408	.33171969
NOOCC	.53943691	.65035506

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.33671065	.40223541E-01
NOWRAT	-1.4919273	1.7752296
SEX	-.71922576	.95069033
P0215622	.10134350E-03	.14202225E-03
NUINC	2.7335450	2.2242107
OCCUP	.14056702	.20593188
ENTAGE	-.34488210E-01	.11646265
ETH1	.16623620	.80635581
LANG	-.67838455	1.7160507
ETH2	.90459596	1.1054273
NUOCC	-3.1102904	2.1979146

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.21693618	.27149482E-01
NOWRAT	-1.6328802	1.1982173
SEX	-.78267454	.64168297
P0215622	.82909298E-04	.12205888E-03
NUINC	1.6804804	1.4985638
OCCUP	.18951750	.13849674
ENTAGE	-.25708996E-01	.75808036E-01
ETH1	.27401318	.58475955
LANG	-.44589384	1.1592736
ETH2	.41355708	.74612439
NOOCC	-1.6807323	1.4835147

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	.25894395	.28561911E-01
NOWRAT	-.82517293	1.2695535
SEX	.35492129	.57506537
P0215622	.15207478E-03	.12925070E-03
NUINC	-.33542668	1.5755753
OCCUP	.55571534E-01	.14622793
ENTAGE	.14779748	.82697555E-01
ETH1	.67252763	.41518119
LANG	-.35775065	1.2185318
ETH2	.37973741	.79494090
NUOCC	-.50597005	1.5606933

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.25847701	.27616507E-01
NOWRAT	-1.6911140	1.2188290
SEX	-.24108052	.65272059
P0215622	.14113729E-03	.12497200E-03
NUINC	.89601644	1.5243421
OCCUP	.10050981	.14138776
ENTAGE	.16830720	.79960251E-01
ETH1	.61275676	.59481859
LANG	.20015857	1.1761982
ETH2	-.36267467	.75495922
NOOCC	-1.1216354	1.5090341

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.21031889	.24117932E-01
NOWRAT	-.61758603	1.0644226
SEX	-.26311170	.57003121
P0213622	.95866924E-04	.10914002E-03
NUINC	1.7215074	1.3312720
OCCUP	.84235933E-01	.12347617
ENTAGE	.90091017E-01	.59830551E-01
ETH1	.15960926	.51946447
LANG	-.22087455	1.0269391
ETH2	-.22608461	.66241108
NUOCC	-2.2975820	1.3178633

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.96722084E-01	.13189057E-01
NOWRAT	-.50778580	.58208425
SEX	-.30793392	.31172549
P0215622	.82761096E-04	.59483072E-04
NUINC	.19903877	.72749341
OCCUP	.50124094E-01	.67523793E-01
ENTAGE	.16330852E-01	.34187319E-01
ETH1	.95742564E-01	.28407273
LANG	-.16301528E-01	.56208243
ETH2	.73034014	.30244231
NUOCC	-.16325543	.72009244

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.13755491	.22844803E-01
NOWRAT	-1.2448522	1.0092343
SEX	-.14646197	.53994060
P0215622	.57102595E-04	.10337077E-03
NUINC	1.7794374	1.2609594
OCCUP	.18781203	.11695815
ENTAGE	.64574331E-01	.66144380E-01
ETH1	.33613032E-01	.49204318
LANG	-.93345554	.97462381
ETH2	.66820837E-01	.62702294
NUOCC	-1.8312849	1.2402944

Table A17-1

TEACHER QUESTIONNAIRE CLUSTER VARIABLES FOR COHORT III SITES IN HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match
Teacher Centeredness	48.5	48.5	53.8	48.5	48.5	
Number	2	1	3			
Local Mean Difference						
Best Match Mean Difference		→	53			
Flexible Classroom	48.9	35.3	44.4	48.9	35.3	
Number	2	1	3			
Local Mean Difference	13.6	←		13.6	←	
Best Match Mean Difference	4.5	←				
Individualization	42.5	39.4	37.4	42.5	39.4	
Number	2	1	3			
Local Mean Difference	3.1	←		3.1	←	
Best Match Mean Difference	5.1	←				
Academic (vs. Emotional) Emphasis	50.8	52.2	55.9	50.8	52.2	
Number	2	1	3			
Local Mean Difference						
Best Match Mean Difference		→	5.1			
Satisfaction with Sponsor	55.8					
Number	2					
Local Mean Difference						
Best Match Mean Difference						
BEST MATCH SITE	New York, NY					

*New York's Best Matched Site is N.Y.U.'s New York NFT group.

Table A17-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match
Years in School						
Mean	.5	7.2	11.0	.5	7.2	
Standard Deviation	.7	5.6	8.5			
Number	2	22	2			
Years in Model						
Mean	.5			.5		
Standard Deviation	.7					
Number	2					
Age in Years						
Mean	25.5	36.5	39.5	25.5	36.5	
Standard Deviation	.7	12.3	16.3			
Number	2	21	2			
Teacher Ethnicity						
Percent White	100	62	0	100	62	
Percent Black	0	24	100	0	24	
Percent Spanish Surname	0	10	0	0	10	
Percent Other	0	5	0	0	5	
Number	2	21	2	2	21	
Teacher Certification						
Percent None	0	0	0	0	0	
Percent Temporary	0	5	0	0	5	
Percent Renewable/Permanent	100	90	100	100	90	
Percent Other	0	5	0	0	5	
Number	2	21	2	2	21	
BEST MATCH SITE	E. St. Louis, IL					

Table A17-3

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT III SITES IN HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match
Years in School						
Mean	16.5	8.0	8.7	16.5	8.0	
Standard Deviation	.7	0	3.1	.7	0	
Number	2	1	3			
Years in Model						
Mean	3.5			3.5		
Standard Deviation	.7			.7		
Number	2					
Age in Years						
Mean	38.0	50.0	43.0	38.0	50.0	
Standard Deviation	1.4	0	13.1	1.4	0	
Number	2	1	3			
Teacher Ethnicity						
Percent White	0	100	33	0	100	
Percent Black	100	0	67	100	0	
Percent Spanish Surname	0	0	0	0	0	
Percent Other	0	0	0	0	0	
Number	2	1	3			
Teacher Certification						
Percent None	0	0	0	0	0	
Percent Temporary	0	0	0	0	0	
Percent Renewable/Permanent	100	100	100	100	100	
Percent Other	0	0	0	0	0	
Number	2	1	3			
BEST MATCH SITE	New York, NY*					

*New York's Best Matched Site is N.Y.U.'s New York NFT group.

Table A17-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974)
FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
Teacher Centeredness	45.3	51.2	59.6	45.3	51.2	
Number	2	21	2			
Local Mean Difference		→ 5.9			→ 5.9	
Best Match Mean Difference			→ 14.3			
Flexible Classroom	47.5	41.8	42.1	47.5	41.8	
Number	2	20	2			
Local Mean Difference	5.7 ←			5.7 ←		
Best Match Mean Difference	5.4 ←					
Individualization	47.2	39.4	39.4	47.2	39.4	
Number	2	20	2			
Local Mean Difference	7.8 ←			7.8 ←		
Best Match Mean Difference	7.8 ←					
Academic (vs. Emotional) Emphasis	57.8	50.2	64.7	57.8	50.2	
Number	2	21	2			
Local Mean Difference	7.6 ←			7.6 ←		
Best Match Mean Difference			→ 6.9			
Satisfaction with Sponsor	51.1			51.1		
Number	2					
Local Mean Difference						
Best Match Mean Difference						
BEST MATCH SITE	E. St. Louis, IL					

Table A17-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match
School Helped Child	45.8	47.4	46.7	45.8	47.4	
Number	21	86	6	21	86	
Local Mean Difference						
Best Match Mean Difference						
School Helped Parent Understand	52.3	47.6	42.4	52.3	47.6	
Number	22	87	6	22	87	
Local Mean Difference	4.7 ←			4.7 ←		
Best Match Mean Difference	9.9 ←					
Child's Progress in School	47.3	50.7	50.6	47.3	50.7	
Number	22	87	6	22	87	
Local Mean Difference		→ 3.4			→ 3.4	
Best Match Mean Difference			→ 3.3			
PAC Involvement	49.7	47.4		49.7	47.4	
Number	17	20		17	20	
Local Mean Difference						
Best Match Mean Difference						
Child's Emotional Adjustment	47.1	50.0	53.5	47.1	50.0	
Number	22	88	5	22	88	
Local Mean Difference		2.9			2.9	
Best Match Mean Difference			→ 6.4			
Parent Visits to School	49.7	48.8	47.1	49.7	48.8	
Number	18	77	3	18	77	
Local Mean Difference						
Best Match Mean Difference	2.6 ←					
Parent Child Interaction	50.5	53.4	53.0	50.5	53.4	
Number	18	72	3	18	72	
Local Mean Difference		→ 2.9			→ 2.9	
Best Match Mean Difference			→ 2.5			
Parent Locus	48.7	49.6	44.0	48.7	49.6	
Number	21	86	6	21	86	
Local Mean Difference						
Best Match Mean Difference	4.7 ←			4.7 ←		
School's Receptivity	52.8	49.2	44.0	52.8	49.2	
Number	22	83	6	22	86	
Local Mean Difference	3.6 ←			3.6 ←		
Best Match Mean Difference	10.1 ←					
Talks with Teacher	48.6	47.8	44.2	48.6	47.8	
Number	20	77	3	20	77	
Local Mean Difference						
Best Match Mean Difference	4.4 ←					
School Helped Parent Personally	51.3	47.4	45.7	51.3	47.4	
Number	21	87	6	21	87	
Local Mean Difference	3.9 ←			3.9 ←		
Best Match Mean Difference	5.6 ←					
Satisfaction with Teacher	45.2	48.3	51.2	45.2	48.3	
Number	20	82	6	20	82	
Local Mean Difference		→ 3.1			→ 3.1	
Best Match Mean Difference			→ 6.0			
BEST MATCH SITE	E. St. Louis, IL					

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Figure A17-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL HIGHLIGHTED

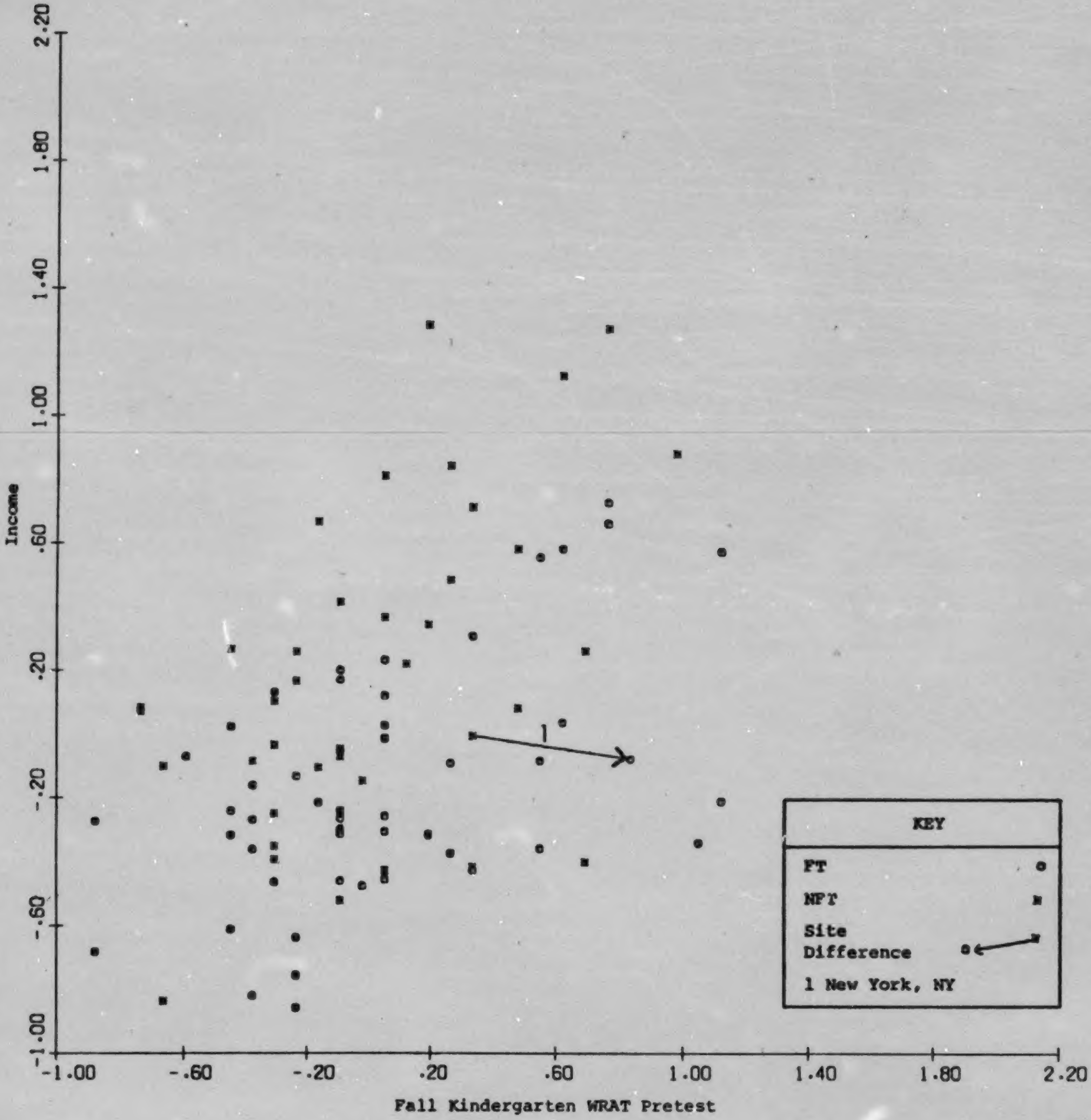


Figure A17-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL HIGHLIGHTED

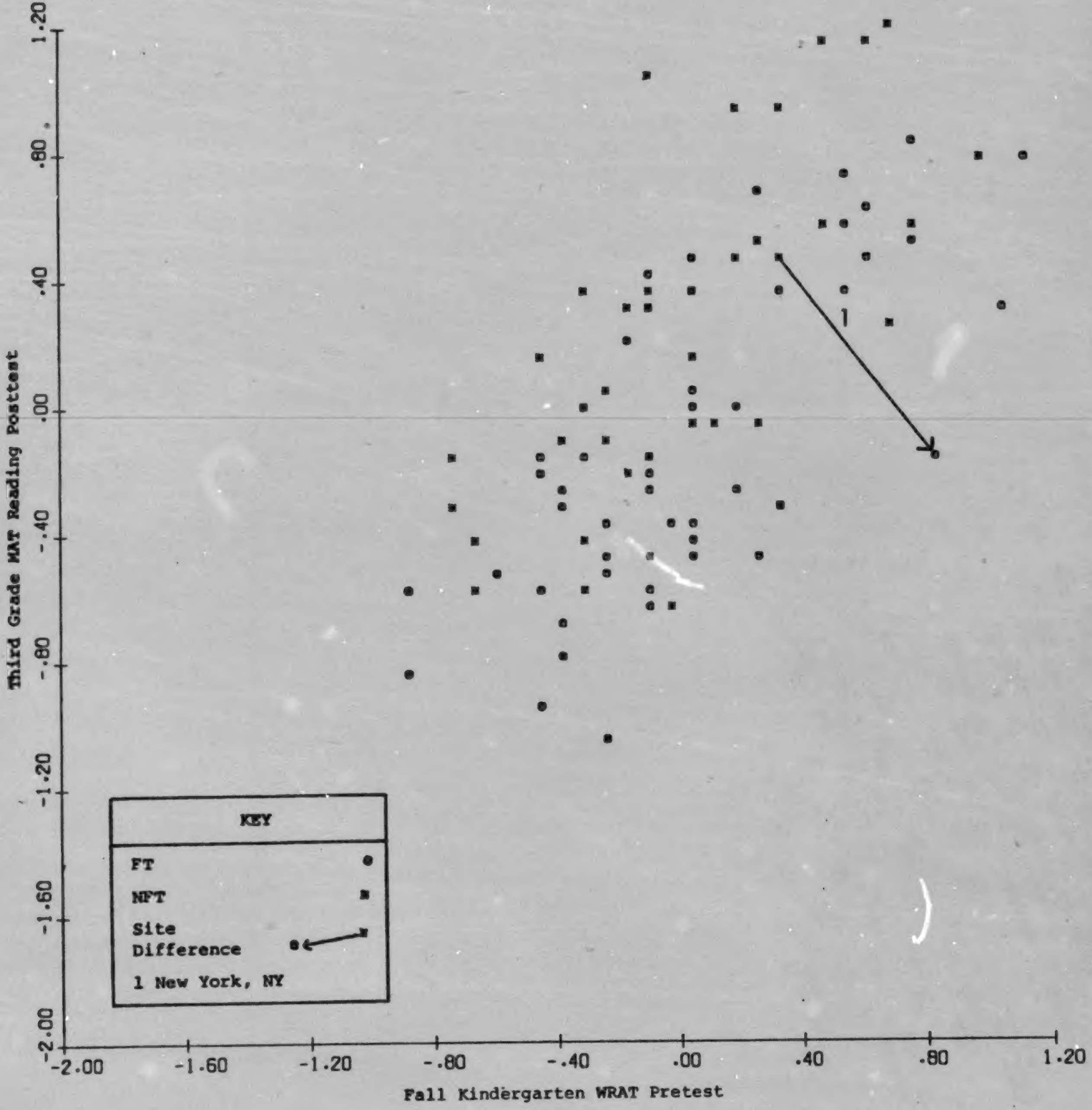
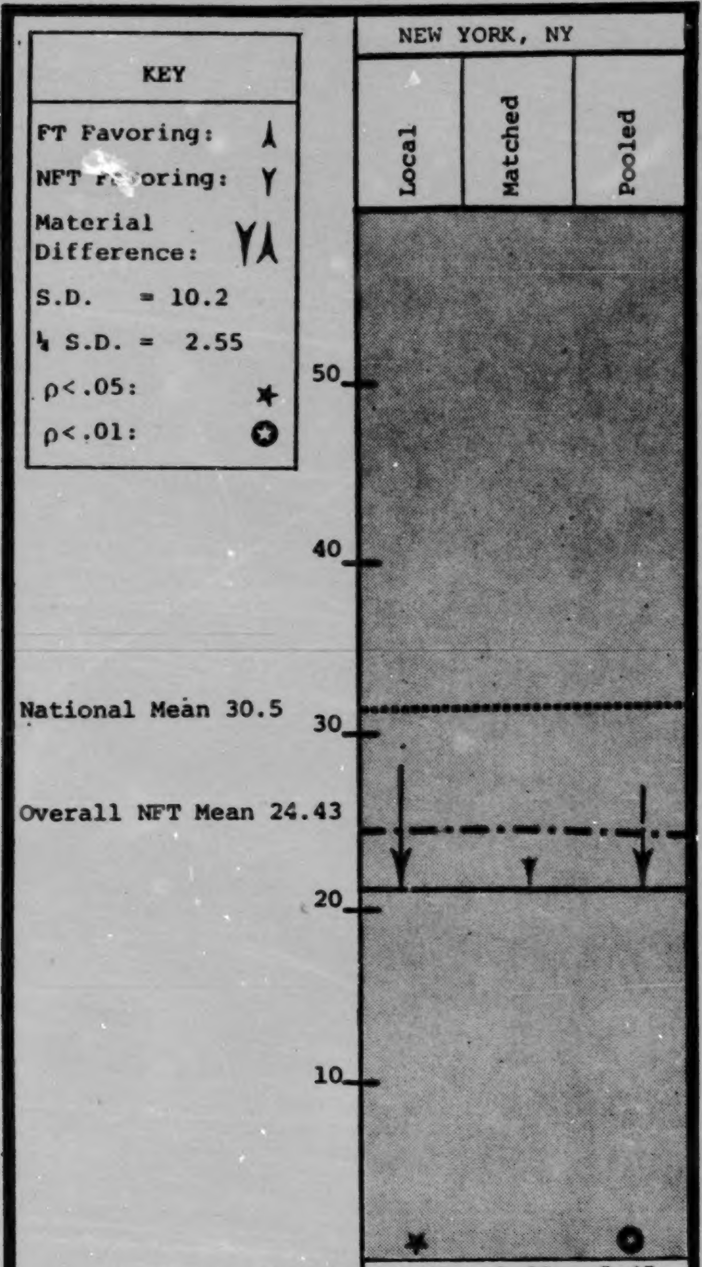


Table A17-6

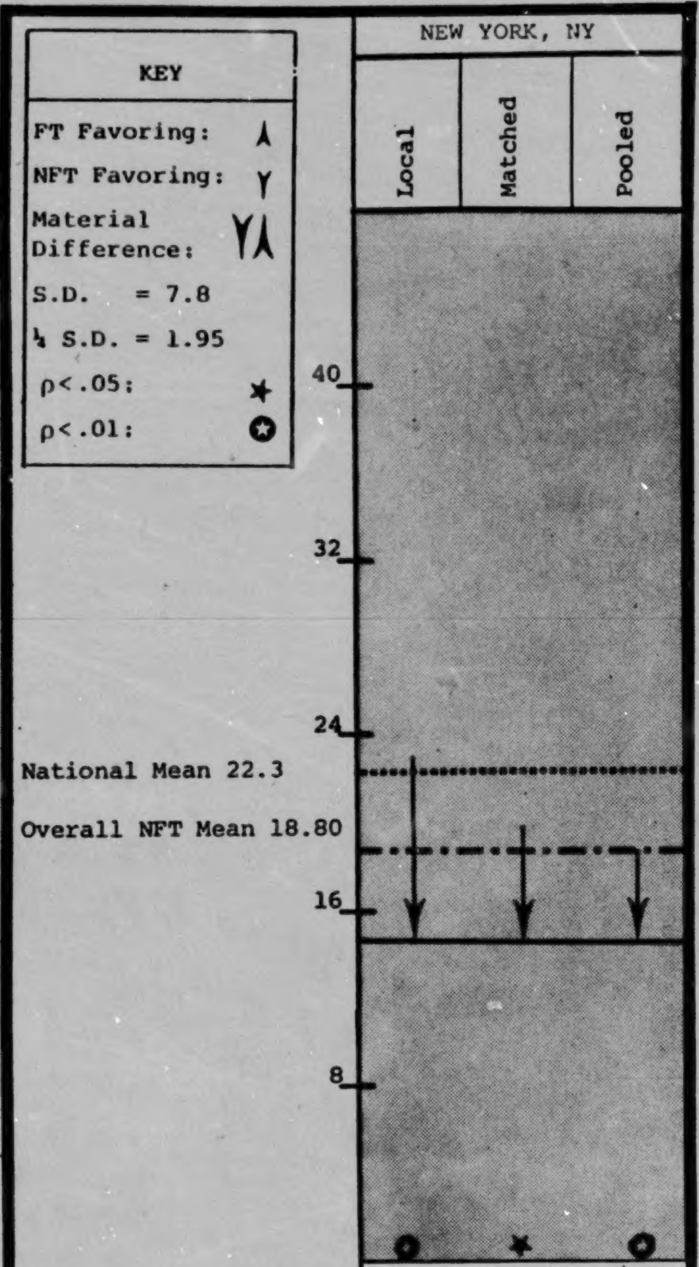
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



	Local	Matched	Pooled
Magnitude of Effect	-8.68	-1.89	-5.45
Standard Error	3.37	3.91	1.85
FT Mean	21.58		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

Table A17-7

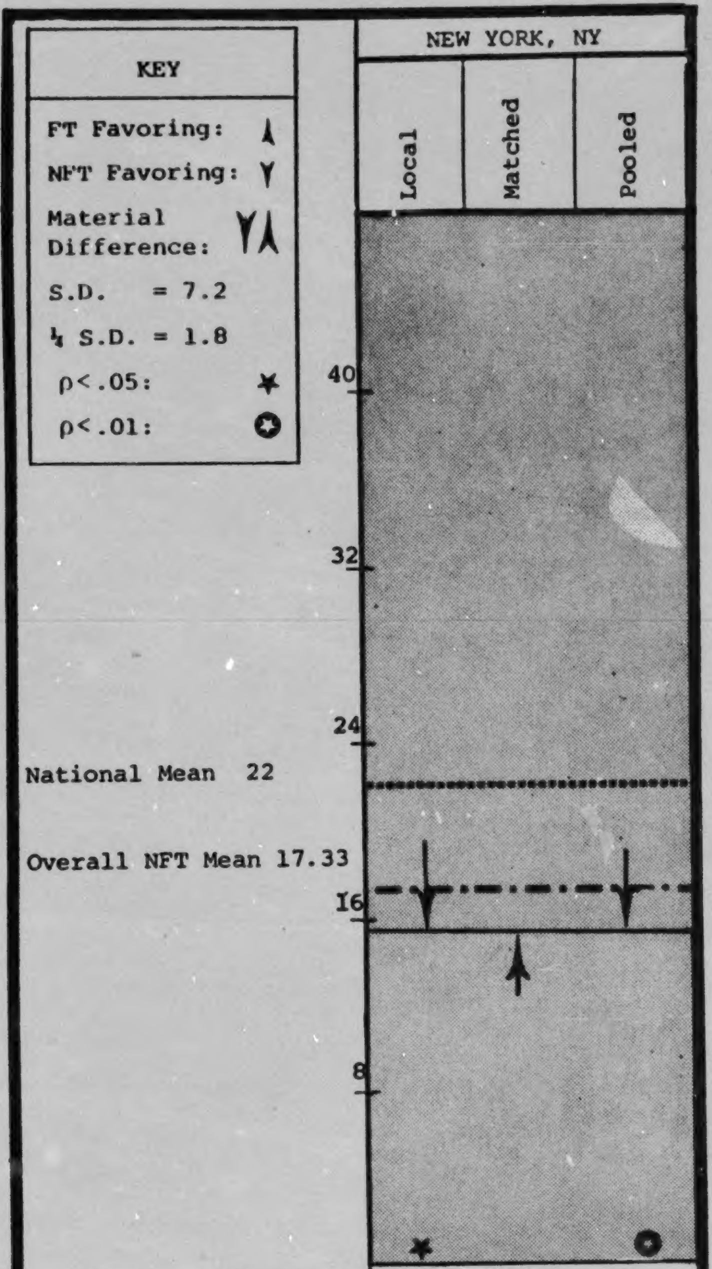
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



	NEW YORK, NY		
	Local	Matched	Pooled
Magnitude of Effect	-8.22	-5.27	-4.33
Standard Error	2.59	2.62	1.18
FT Mean	14.85		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

Table A17-8

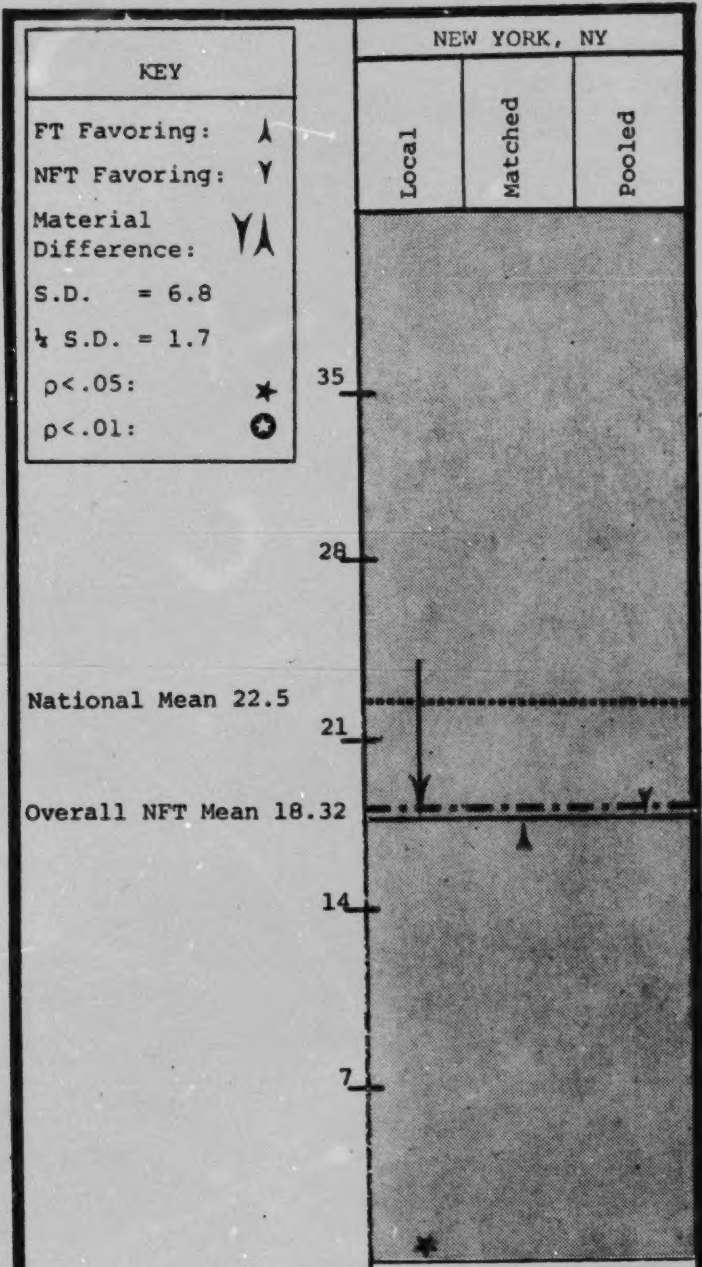
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



Magnitude of Effect	-5.72	2.43	-4.54
Standard Error	2.55	3.47	1.23
FT Mean	15.73		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

Table A17-9

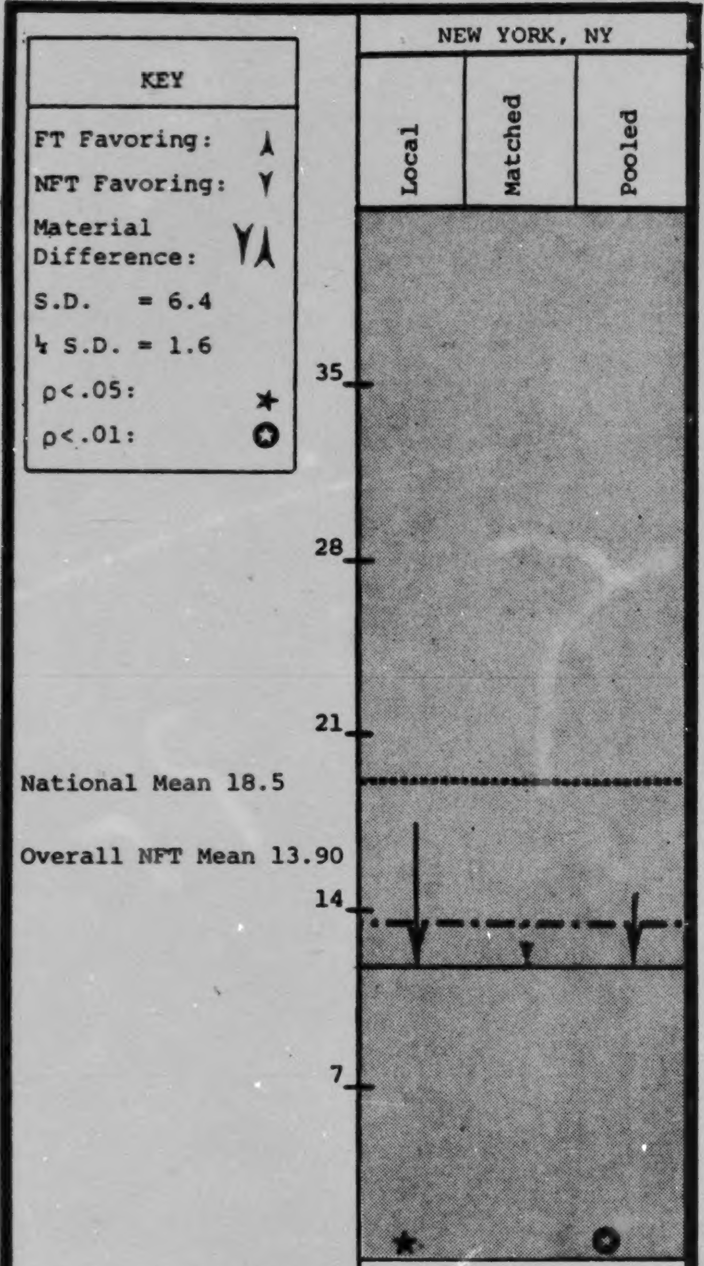
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



Magnitude of Effect	-6.83	.02	-.35
Standard Error	2.68	2.74	1.29
FT Mean	18.15		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

Table A17-10

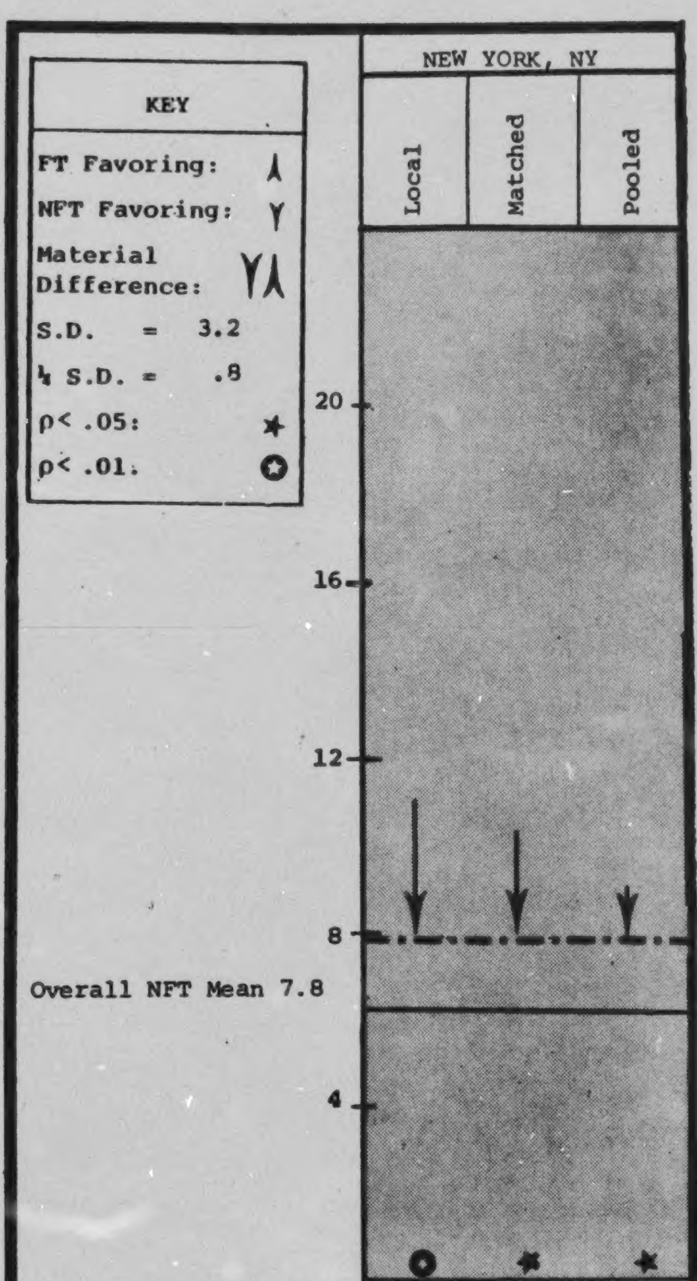
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



	Local	Matched	Pooled
Magnitude of Effect	-5.73	-1.15	-2.91
Standard Error	2.44	3.61	1.01
FT Mean	11.96		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

Table A17-11

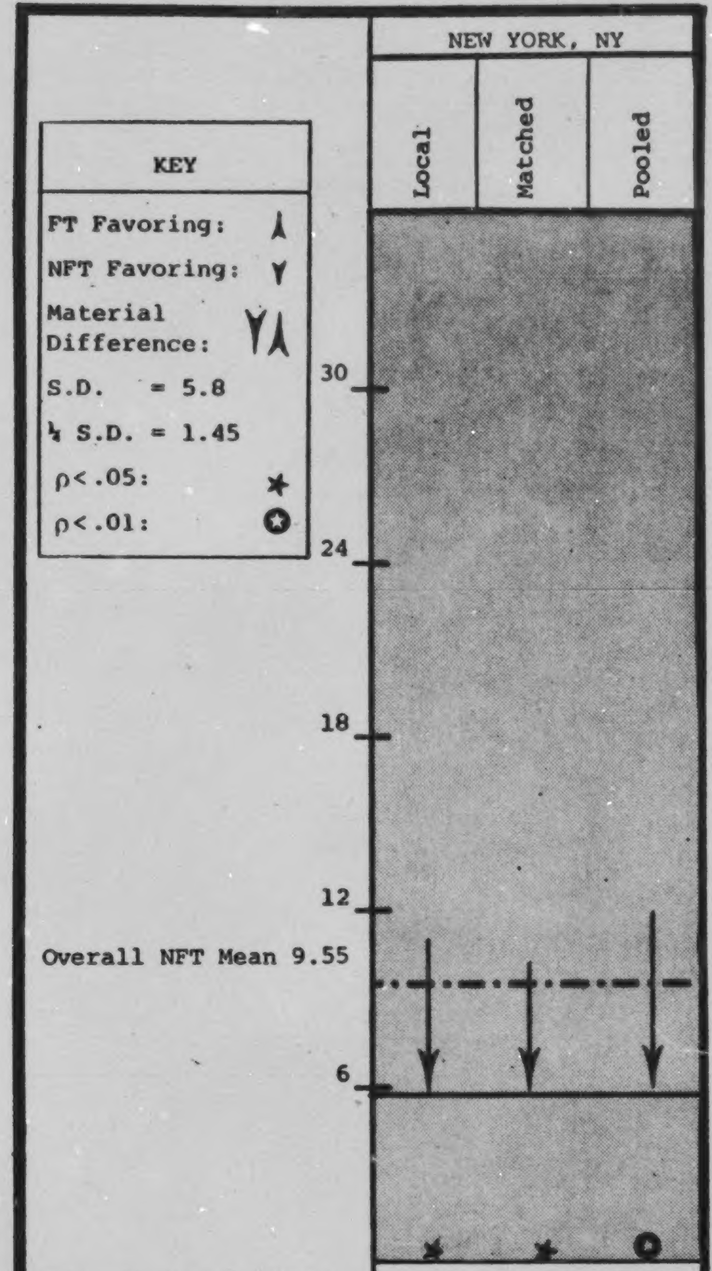
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



Magnitude of Effect	-2.85	-2.41	-1.26
Standard Error	.90	1.33	.60
FT Mean		6.31	
No. of FT Children		26	
Matched NFT Site		E. St. Louis, IL	
	FKW	PS	FKW

Table A17-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN HOME-SCHOOL PARTNERSHIP MODEL



Magnitude of Effect	-5.25	-4.68	-5.47
Standard Error	2.06	2.18	.84
FT Mean	5.96		
No. of FT Children	26		
Matched NFT Site	E. St. Louis, IL		
	FKW	PS	FKW

Table A17-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR HOME-SCHOOL PARTNERSHIP MODEL

		NEW YORK, NY		
		FT	NFT	TOTAL
TOTAL REGISTRATION	*Number*	97	773	870
CHILDREN RETAINED	*Percent*	26.8	31.7	31.1
	Number	26	245	271
No WRAT	*Percent*	8	6	6
	Number	2	15	17
No Income	*Percent*	15	62	58
	Number	4	153	157
WRAT Score	*Mean*	41	33	34
	Standard Deviation	17	15	15
	Number	24	230	254
Income	*Mean*	5159	5440	5386
	Standard Deviation	2352	2561	2514
	Number	22	92	114
CHILDREN NOT RETAINED	*Percent*	73.2	68.3	68.9
	Number	71	528	599
No WRAT	*Percent*	13	13	13
	Number	9	67	76
No Income	*Percent*	32	69	65
	Number	23	364	387
WRAT Score	*Mean*	36	32	33
	Standard Deviation	15	16	16
	Number	62	461	523
Income	*Mean*	4771	5835	5594
	Standard Deviation	2524	2875	2829
	Number	48	164	212

Table A17-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY			SPONSOR'S SITES		
	FT	NFT		FT	NFT	
		Local	Match		Local	Match
Fall Kindergarten WRAT						
Mean	40.8	33.3	39.3	40.8	33.3	
Standard Deviation	16.9	14.7	14.5			
Highest Occupation in Household *Mean*	14.0	14.3	12.6	14.0	14.3	
Standard Deviation	1.9	2.1	.5			
Family Income in Dollars						
Mean	5159	5440	4300	5159	5440	
Standard Deviation	2352	2561	2928			
Missing Income Information *No. Missing*	4	153	16			
Valid Cases	22	92	5			
Ethnic Membership/Race						
Percent White	0	0	0	0	0	
Percent Black	96	78	100	96	78	
Sex (Percent Male)	31	47	52	31	47	
Entry Age in Months						
Mean	55.4	54.7	56.6	55.4	54.7	
Standard Deviation	3.4	3.5	4.8			
Percent with English as First Language	100	40	100	100	40	
MATCHED SITE	E. St. Louis, IL					

Table A17-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY			SPONSOR'S SITES			ALL SITES	
	FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		
Total Reading								
Mean	36.42	49.03	44.57	36.42	49.03		38.36	43.58
Standard Deviation	20.89	19.17	16.50					
Total Mathematics								
Mean	45.85	59.05	46.91	45.85	59.05		45.83	49.36
Standard Deviation	19.56	23.80	21.38					
Language								
Mean	12.27	17.72	19.14	12.27	17.72		16.24	17.53
Standard Deviation	7.72	8.63	7.34					
Spelling								
Mean	16.62	23.84	21.38	16.62	23.84		15.73	18.92
Standard Deviation	13.41	12.57	11.43					
Raven's Progressive Matrices *Mean*	17.46	18.34	20.19	17.46	18.34		18.26	19.06
Standard Deviation	5.00	4.72	4.38					
Coopersmith's Self-Esteem *Mean*	34.04	36.16	36.67	34.04	36.16		35.25	36.53
Standard Deviation	7.47	7.08	6.57					
IARS - Locus Negative								
Mean	9.58	10.85	11.05	9.58	10.85		9.69	9.96
Standard Deviation	3.36	2.87	2.11					
IARS - Locus Positive								
Mean	15.77	15.81	16.57	15.77	15.81		15.13	15.68
Standard Deviation	4.06	2.91	3.06					
Word Knowledge								
Mean	21.58	27.63	25.29	21.58	27.63		21.42	24.66
Standard Deviation	13.43	11.22	9.60					
Reading								
Mean	14.85	21.40	19.29	14.85	21.40		16.94	18.92
Standard Deviation	7.97	8.72	7.60					
Mathematics Computations *Mean*	18.15	23.37	19.38	18.15	23.37		17.70	18.02
Standard Deviation	7.22	8.78	7.20					
Mathematics Concepts								
Mean	15.73	19.77	14.76	15.73	19.77		15.49	17.38
Standard Deviation	8.28	8.73	8.42					
Mathematics Problem Solving *Mean*	11.96	15.91	12.76	11.96	15.91		12.63	13.96
Standard Deviation	6.68	8.04	9.24					
Language Part A								
Mean	6.31	8.31	8.91	6.31	8.31		7.37	7.83
Standard Deviation	3.60	3.01	3.08					
Language Part B								
Mean	5.96	9.42	10.24	5.96	9.42		8.87	9.70
Standard Deviation	4.75	6.86	5.46					
BEST MATCH SITE	E. St. Louis, IL							

Table A17-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY	
	FT	NFT
American Indian		
Percent		0
Number		1
Black		
Percent	96	78
Number	25	190
Oriental		
Percent		12
Number		29
Mexican American		
Percent		
Number		
Puerto Rican		
Percent	4	8
Number	1	20
Other Spanish Surname		
Percent		0
Number		1
White		
Percent		
Number		
Other		
Percent		2
Number		4

Table A17-17

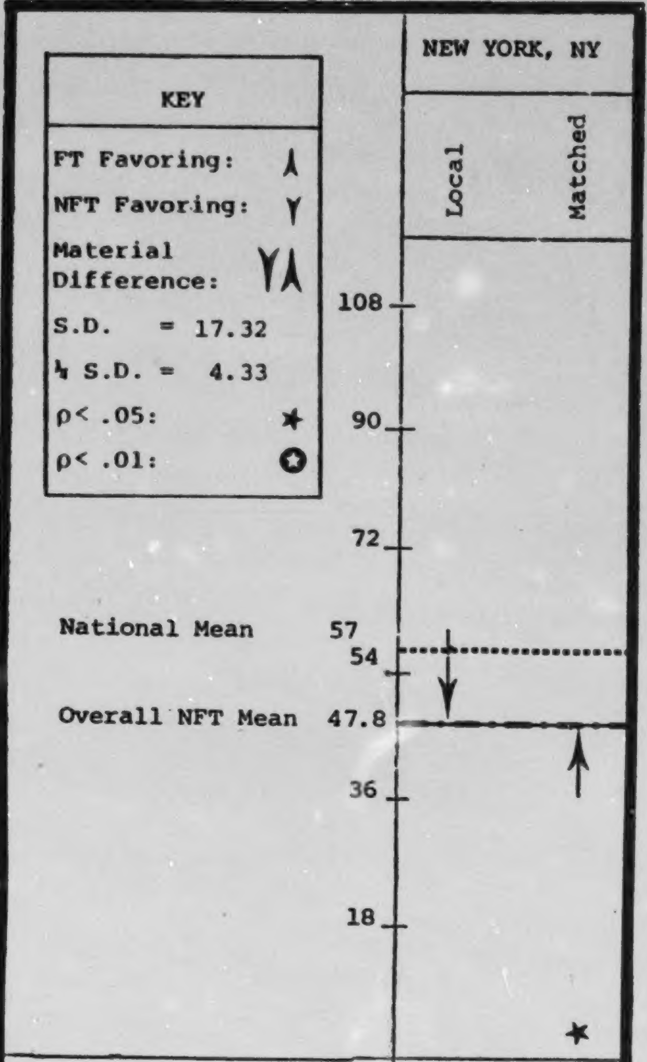
DISTRIBUTION OF BACKGROUND VARIABLES FOR COHORT III SITES IN HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY			SPONSOR'S SITES (means)		
	FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match
Children in Analytic Sample						
Number	34	29	56	34	29	
Fall Kindergarten WRAT						
Mean Score	29.4	26.1	22.9	29.4	26.1	
Percent with Preschool	77	85	89	77	85	
Number Responding	30	26	36			
Children's Ethnicity						
Percent Black	97	7	100	97	7	
Percent White	0	3	0	0	3	
Percent Other	3	90	0	3	90	
Family Income in Median Dollars	4300	5300	5150	4300	5300	
Number Responding	26	22	9			
Mother's Education						
Percent High School Graduates	38	21	33	38	21	
Number Responding	26	24	12			
Female Heads of Household						
Percent	63	19	67	63	19	
Teachers						
Number	2	1	3	2	1	
Teacher Education						
Percent B.A. or Less	50	0	0	50	0	
Percent More than B.A.	0	0	33	0	0	
Percent More than M.A.	50	100	67	50	100	
Teaching Experience	16.5	9.0	8.7			
Total Years	16.5	9.0	8.7	16.5	9.0	
BEST MATCH SITE	New York, NY*					

*New York's Best Matched Site is N.Y.U.'s New York NFT group.

Table A17-18

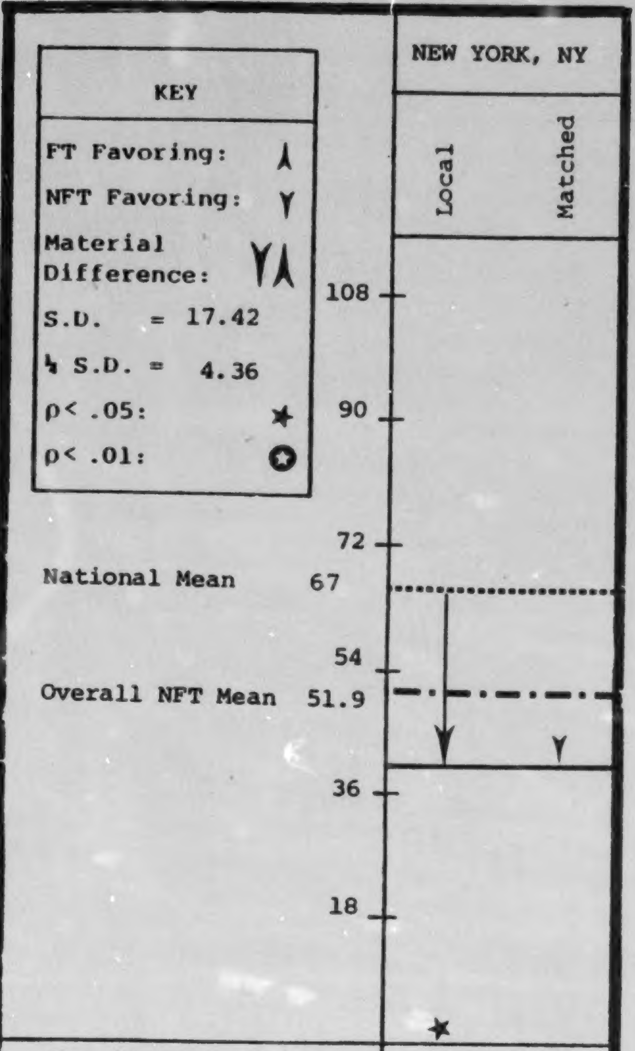
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL READING FOR COHORT III SITES IN HOME-SCHOOL PARTNERSHIP MODEL



Magnitude of Effect	-14.66	9.46
Standard Error	10.60	4.72
FT Mean	47.8	
No. of FT Children	34	
Matched NFT Site	New York (NYU)	

Table A17-19

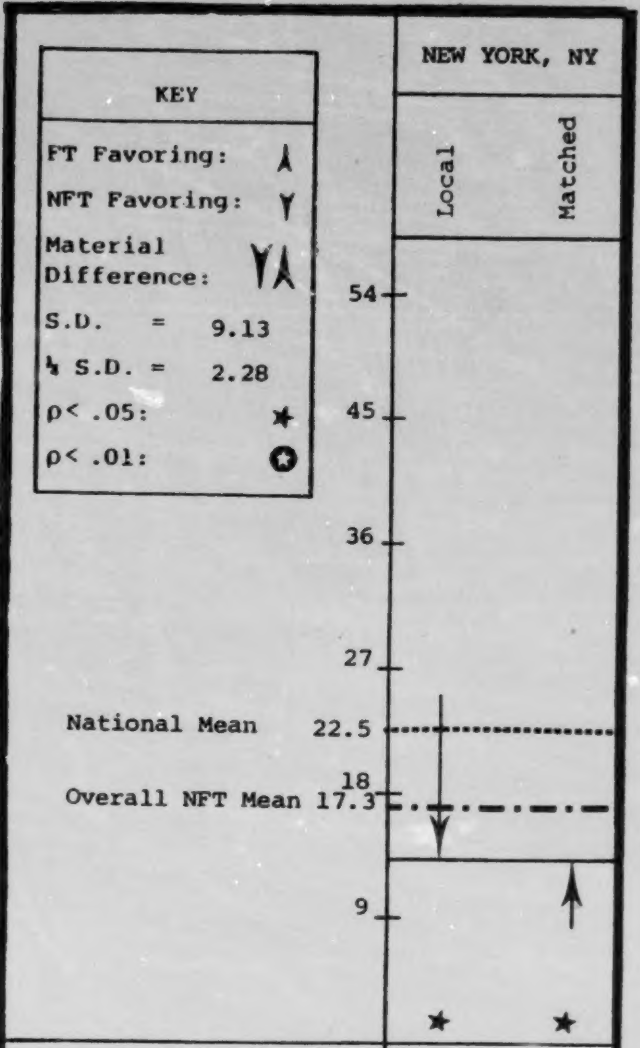
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT TOTAL MATHEMATICS FOR COHORT III SITES IN HOME-SCHOOL PARTNERSHIP MODEL



Magnitude of Effect	-25.76	-2.61
Standard Error	11.30	4.68
FT Mean	40.2	
No. of FT Children	34	
Matched NFT Site	New York (NYU)	

Table A17-20

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT SPELLING FOR COHORT III SITES IN HOME-SCHOOL PARTNERSHIP MODEL



KEY

FT Favoring: ⋏

NFT Favoring: ⋎

Material Difference: ⋎⋏

S.D. = 9.13

¼ S.D. = 2.28

ρ< .05: ★

ρ< .01: ✪

	Local	Matched
Magnitude of Effect	-13.25	5.07
Standard Error	5.67	2.13
FT Mean	13.8	
No. of FT Children	34	
Matched NFT Site	New York, NY (NYU)	

Table A17-21

STANDARDIZED SCORES FOR MAT SUBTESTS (READING, MATHEMATICS AND SPELLING) FOR COHORT III SITES IN HOME-SCHOOL PARTNERSHIP MODEL

	MAT Norm Population	New York, NY	
		FT	NFT
Reading			
Spring Second Grade Median	52.5	49.0	49.9
Percentile of Median	50.0	34.0	37.6
Grade Equivalent	2.65	2.4	2.4
Fall Kindergarten Median	-	19.7	18.0
Mathematics			
Spring Second Grade Median	57.0	41.5	56.2
Percentile of Median	50.0	6.3	45.2
Grade Equivalent	2.7	1.8	2.6
Fall Kindergarten Median	-	11.0	10.2
Spelling			
Spring Second Grade Median	56.5	48.5	58.0
Percentile of Median	50.0	22.0	56.0
Grade Equivalent	2.85	2.3	3.0
Fall Kindergarten Median	-	20.3	19.7

Table A17-22

MEANS AND STANDARD DEVIATION FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF COHORT III CHILDREN IN THE HOME-SCHOOL PARTNERSHIP MODEL

		NEW YORK, NY			SPONSOR'S SITES		
		FT	NFT Local	Best Match	FT	NFT Local	Best Match
Fall Kindergarten WRAT	*Mean*	29.4	26.1	27.9	29.4	26.1	
	Standard Deviation	14.4	12.8	11.9			
Highest Occupation in Household	*Mean*	14.0	13.5	14.2	14.0	13.5	
	Standard Deviation	2.1	2.1	1.8			
Family Income in Dollars	*Mean*	4442	5764	4933	4442	5764	
	Standard Deviation	1916	1863	2022			
Missing Income Information	*No. Missing*	8	7	47			
	Valid Cases	26	22	9			
Ethnic Membership/Race	*Percent White*	0	3	0	0	3	
	Percent Black	97	7	100	97	7	
Sex (Percent Male)		50	66	52	50	66	
Entry Age in Months	*Mean*	63.0	62.5	63.3	63.0	62.5	
	Standard Deviation	3.4	4.0	3.6			
Percent with English as First Language		100	22	100	100	22	
BEST MATCH SITE		New York, NY					

Table A17-23

MEANS AND STANDARD DEVIATION FOR THE OUTCOME MEANS FOR COHORT III CHILDREN IN THE HOME-SCHOOL PARTNERSHIP

	NEW YORK, NY			SPONSOR'S SITES		ALL SITES	
	FT	NFT		FT	NFT	FT	NFT
		Local	Best Match				
Spelling							
Mean	13.8	20.0	11.1	13.8	20.0	16.4	15.8
Standard Deviation	11.2	9.3	10.1				
Total Reading							
Mean	47.8	49.7	43.5	47.8	49.7	43.2	46.5
Standard Deviation	24.3	19.7	22.9				
Total Mathematics							
Mean	40.2	60.1	44.6	40.2	60.1	48.3	51.4
Standard Deviation	20.2	23.2	21.5				
BEST MATCH SITE	New York, NY*						

*New York's Best Matched Site is N.Y.U.'s New York NFT group

Table A17-24

ETHNIC DISTRIBUTION FOR COHORT III CHILDREN IN THE HOME-SCHOOL PARTNERSHIP MODEL

	NEW YORK, NY	
	FT	NFT
American Indian		
Percent		
Number		
Black		
Percent	97	7
Number	33	2
Oriental		
Percent		7
Number		2
Mexican American		
Percent		
Number		
Puerto Rican		
Percent	3	76
Number	1	22
Other Spanish Surname		
Percent		
Number		
White		
Percent		3
Number		1
Other		
Percent		7
Number		2

Table A17-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE HOME-SCHOOL PARTNERSHIP MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
LANG = First Language
OCCUP = Occupation
SEX = Sex
PO215622 = Income
ENTAGE = Entry Age
NOINC = Missing Income
NOOCC = Missing Occupation
ETH2 = White vs. Other

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.71518352	.10458786
NOWRAT	-10.976112	6.4490550
LANG	3.4868054	11.115839
OCCUP	.28779600	.74338347
SEX	1.3708090	3.1170524
P0215622	.45120961E-03	.51047231E-03
ENTAGE	.14359024	.44378274
NOINC	-5.7351129	7.8335649
NOOCC	4.4543060	7.8732673
ETH2	-2.2701978	10.669369

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.79734030	.12895415
NOWRAT	-6.5461925	7.3439242
LANG	5.1124432	13.692453
OCCUP	.92531275	.91569725
SEX	.96744780	3.8395748
P0215622	.49074481E-03	.75197773E-03
ENTAGE	.10608344	.54605308
NOINC	.42909415	9.6493588
NOOCC	-3.2500992	9.6982641
ETH2	-12.612047	13.142493

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.42133134	.70677551E-01
NOWRAT	-8.7991675	4.3539283
LANG	-1.9154925	7.5045979
OCCUP	.31149446	.50197792
SEX	-1.4018429	2.1044049
P0215622	.11356237E-03	.41214607E-03
ENTAGE	.78653743E-01	.29900951
NOINC	-4.3207138	5.2836476
NOOCC	2.9658572	5.3134518
ETH2	-3.2379834	7.2031744

MAT Language

VARIABLE	B	STD ERROR B
FKW	.31478181	.46844970E-01
NOWRAT	-2.5975442	2.6857738
LANG	4.7766470	4.9740305
OCCUP	.19749502	.33264355
SEX	-.33701490	1.3947948
P0215622	.17347249E-03	.27316048E-03
ENTAGE	-.93627128E-01	.19858050
NOINC	-1.5216951	3.5[illegible]
NOOCC	.80292492	3.5230604
ETH2	-3.9524596	4.7742476

Raven's

VARIABLE	B	STD ERROR B
FKW	.11114518	.27813141E-01
NOWRAT	-1.2721421	1.7133647
LANG	-2.8514435	2.9532212
OCCUP	.32741703E-01	.19749979
SEX	1.4620469	.92812876
P0215622	-.30970018E-04	.16218837E-03
ENTAGE	-.55749724E-01	.11790281
NOINC	1.7675895	2.0811970
NOOCC	-1.9666330	2.0917450
ETH2	1.4112008	2.8346046

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.72476861E-01	.46225523E-01
NOWRAT	-3.9494781	2.8476172
LANG	-.54565332	4.9082423
OCCUP	.57243772E-01	.32824523
SEX	-.71869231	1.3763524
P0215622	.11180092E-03	.26955755E-03
ENTAGE	-.32043171E-02	.19595481
NOINC	1.5422248	3.4569555
NOOCC	-3.0694028	3.4764843
ETH2	.70269259	4.7111211

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.42948897E-01	.19252294E-01
NOWRAT	-.28948797	1.1859936
LANG	.61559139	2.0442237
OCCUP	.54248351E-01	.13670942
SEX	-.77504479	.57323163
P0215622	.48917231E-04	.11226701E-03
ENTAGE	.13499764	.81612480E-01
NOINC	.33234217	1.4406073
NOOCC	-.84094408	1.4479087
ETH2	-1.4418673	1.9621171

Table A17-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.30594361E-01	.19078883E-01
NOWRAT	.42902893	1.1752984
LANG	.88313457	2.0257805
OCCUP	.55492317E-01	.13547681
SEX	-.37101733	.56808261
P0215622	.37511440E-04	.11125462E-03
ENTAGE	.95057409E-01	.90876525E-01
NOINC	.97531340E-01	1.4276164
NOOCC	-.10693077	1.4348519
EIH2	-.78984418	1.9444233

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.42016941	.62559119E-01
NOWRAT	-7.6374921	3.8544269
LANG	1.7351006	6.6436382
OCCUP	.12281952	.44430033
SEX	.94591193	1.0629784
P0215622	.18177084E-03	.30486290E-03
ENTAGE	.21144297E-02	.25423702
NOINC	-3.9826873	4.6819112
NOOCC	3.2259985	4.7056403
EIH2	-3.3965078	6.3757952

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.29591611	.48102978E-01
NOWRAT	-3.3386174	2.9632703
LANG	1.7517044	5.1076065
OCCUP	.16516454	.34157658
SEX	.14489706	1.4322515
P0215622	.26853875E-03	.28000536E-03
ENTAGE	.14647581	.20391332
NOINC	-1.0074256	3.5994375
NOOCC	1.2387072	3.6176803
EIH2	-4.8736705	4.9024585

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	.29823253	.47357094E-01
NOWRAT	-3.6670712	2.9173805
LANG	4.1659495	5.0285070
OCCUP	.32631005	.33628686
SEX	1.3577095	1.4100715
P0215622	.16340850E-03	.27616179E-03
ENTAGE	-.15923505E-01	.20075548
NOINC	.54221524	3.5436959
NOOCC	-.95618224	3.5616562
EIH2	-5.6160659	4.8265381

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.24949098	.49834976E-01
NOWRAT	-.91595020	3.0699562
LANG	-1.6561914	5.2915116
OCCUP	.32443870	.35387543
SEX	-1.0598223	1.4839214
P0215622	.15739471E-03	.29050527E-03
ENTAGE	.91548958E-01	.21125545
NOINC	.79413667	3.7290393
NOOCC	-2.3069301	3.7479309
EIH2	-3.2236967	5.0709771

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.24961678	.45329396E-01
NOWRAT	-1.9831711	2.7924134
LANG	2.6026851	4.8131109
OCCUP	.27456399	.32188188
SEX	.66975653	1.3498705
P0215622	.16996161E-03	.26433191E-03
ENTAGE	.31357983E-01	.19215604
NOINC	-.90725776	3.3919003
NOOCC	.12113121E-01	3.4090912
EIH2	-3.7782849	4.6197914

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.94477507E-01	.17957431E-01
NOWRAT	-.79630198	1.1002263
LANG	1.7726152	1.9067341
OCCUP	.71792649E-01	.12751486
SEX	.48275428E-01	.53467764
P0213622	.19118166E-04	.10471620E-03
ENTAGE	.35378140E-01	.70123422E-01
NOINC	-1.1373527	1.3437155
NOOCC	.94674702	1.3505258
EIH2	-.88667354	1.8301498

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.21980430	.34352670E-01
NOWRAT	-1.8014832	2.3626282
LANG	3.4040318	4.0723188
OCCUP	.12570217	.27234048
SEX	-.35529038	1.1419404
P0215622	.17435432E-03	.22304813E-03
ENTAGE	-.13510527	.16258097
NOINC	-.38434245	2.8678470
NOOCC	-.14382711	2.2843971
EIH2	-3.0657860	3.9087513

Table A18-2

TEACHER BACKGROUND CHARACTERISTICS FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL

	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Years in School															
Mean	6.7	5.1	3.8	4.5	11.8	5.1	7.0	12.0	3.6	3.9	2.2	3.6	5.5	7.8	
Standard Deviation	2.8	3.6	4.7	1.7	8.8	3.6	5.0	9.7	2.3	2.3	1.6	2.3			
Number	15	8	20	4	5	8	5	4	8	8	5	8			
Years in Model															
Mean	1.8			1.8			1.2			1.2			1.5		
Standard Deviation	.9			.5			.4			.7					
Number	13			4			5			8					
Age in Years															
Mean	34.5	39.9	30.2	32.2	43.2	39.9	42.6	38.3	34.5	31.9	29.8	34.5	35.3	37.8	
Standard Deviation	11.4	8.2	7.6	5.5	14.4	8.2	14.8	7.6	10.8	6.9	5.3	10.8			
Number	13	7	18	4	5	7	5	3	8	8	5	8			
Teacher Ethnicity															
Percent White	33	12	37	75	60	12	100	75	62	75	60	62	71	52	
Percent Black	67	88	63	25	40	88	0	0	25	0	0	25	23	332	
Percent Spanish Surname	0	0	0	0	0	0	0	0	12	12	20	12	3	5	
Percent Other	0	0	0	0	0	0	0	25	0	12	20	0	3	11	
Number	15	8	19	4	5	8	5	4	8	8	5	8	3	11	
Teacher Certification															
Percent None	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Percent Temporary	0	0	0	0	0	0	0	0	12	12	0	12	.3	0	
Percent Renewable/Permanent	93	88	95	100	80	88	100	100	88	88	100	88	95	92	
Percent Other	7	12	5	0	20	12	0	0	0	0	0	0	2	8	
Number	14	8	19	4	5	8	5	4	8	8	5	8			
BEST MATCH SITE	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX					

Table A18-4

STANDARDIZED SCORES ON TEACHER CLUSTERS (SPRING 1974)
FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL

	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match
Teacher Centeredness	47.0	45.3	50.4	49.3	53.0	45.3	44.0	48.5	50.8	48.5	54.2	50.8	47.2	50.2	
Number	15	7	18	4	5	7	5	4	8	8	5	8			
Local Mean Difference					→ 3.7			→ 4.5			→ 5.7			→ 3.0	
Best Match Mean Difference			→ 3.4	4.0 ←					→ 5.2						
Flexible Classroom	57.9	51.6	49.9	46.8	51.0	51.6	52.9	45.5	45.8	45.8	45.6	45.8	50.8	48.4	
Number	15	7	19	4	5	7	4	4	8	8	5	8			
Local Mean Difference	6.3 ←				→ 4.2		7.1 ←								
Best Match Mean Difference	8.0 ←						7.1 ←								
Individualization	56.0	53.6	47.1	52.6	52.5	53.6	56.2	54.2	46.4	48.4	50.0	46.4	53.3	52.6	
Number	15	7	19	4	5	7	5	4	8	8	5	8			
Local Mean Difference															
Best Match Mean Difference	8.9 ←						9.8 ←								
Academic (vs. Emotional) Emphasis	48.3	43.5	48.8	59.9	46.1	43.5	44.4	48.0	50.5	45.3	46.6	50.5	49.5	46.0	
Number	15	7	18	4	5	7	5	4	8	8	5	8			
Local Mean Difference	4.8 ←			13.8 ←				→ 3.6					3.5 ←		
Best Match Mean Difference				16.4 ←					→ 6.1			→ 5.2			
Satisfaction with Sponsor	57.2			46.7			48.7			52.1			51.2		
Number	13			4			4			8					
Local Mean Difference															
Best Match Mean Difference															
BEST MATCH SITE	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX					

Table A18-5

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL

	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
School Helped Child	53.2	46.4	48.8	50.4	45.9	46.4	46.5	48.1	46.6	53.1	52.5	46.6	50.8	48.2	
Number	21	30	22	41	20	30	20	13	32	34	5	32	116	68	
Local Mean Difference	6.8 ←			4.5 ←									2.6 ←		
Best Match Mean Difference	4.4 ←			4.0 ←						6.5 ←					
School Helped Parent Understand	56.2	48.8	48.3	51.7	44.4	48.8	46.3	45.0	45.5	55.0	39.4	45.5	52.3	44.4	
Number	21	30	22	41	19	30	19	13	33	34	5	33	115	67	
Local Mean Difference	7.4 ←			7.3 ←						15.6 ←			7.9 ←		
Best Match Mean Difference	7.9 ←			2.9 ←						9.5 ←					
Child's Progress in School	54.9	50.5	48.0	49.2	48.0	50.5	44.7	50.4	44.2	50.8	54.6	44.2	49.9	50.9	
Number	20	30	22	40	19	30	20	13	34	31	5	34	111	67	
Local Mean Difference	4.4 ←							→ 5.7			→ 3.8				
Best Match Mean Difference	6.9 ←									6.6 ←					
PAC Involvement	53.7	46.0	40.8	51.7	46.7	46.0	52.7	55.4	45.6	54.0	55.4	45.6	53.0	50.9	
Number	20	12	6	33	12	12	12	1	9	30	3	9	95	28	
Local Mean Difference	7.7 ←			5.0 ←				→ 2.7							
Best Match Mean Difference	12.9 ←			5.7 ←			7.1 ←			8.4 ←					
Child's Emotional Adjustment	51.7	51.2	47.1	48.6	51.1	51.2	48.9	49.8	49.6	52.5	44.6	49.6	50.4	49.2	
Number	21	30	22	38	20	30	20	13	34	34	6	34	113	69	
Local Mean Difference					→ 2.5					7.9 ←					
Best Match Mean Difference	4.6 ←					→ 2.6				2.9 ←					
Parent Visits to School	49.8	46.9	46.8	50.0	48.6	46.9	48.6	46.6	48.3	55.0	47.9	48.3	50.8	47.5	
Number	19	18	19	33	16	18	7	7	24	27	4	24	86	45	
Local Mean Difference	2.9 ←									7.1 ←			3.3 ←		
Best Match Mean Difference	3.0 ←			3.1 ←						6.7 ←					
Parent Child Interaction	50.7	50.5	49.3	51.8	45.4	50.5	47.1	41.6	55.9	45.4	42.0	55.9	48.8	44.9	
Number	16	13	15	25	13	13	5	4	20	17	5	20	63	35	
Local Mean Difference				6.4 ←			5.5 ←			3.4 ←			3.9 ←		
Best Match Mean Difference									→ 8.8			→ 10.5			
Parent Locus	53.0	44.0	46.8	54.3	51.1	44.0	40.5	50.9	41.8	44.7	55.7	41.8	48.1	50.4	
Number	21	30	22	41	20	30	20	12	34	34	6	34	116	68	
Local Mean Difference	9.0 ←			3.2 ←				→ 10.4			→ 11.0				
Best Match Mean Difference	6.2 ←			10.3 ←						2.9 ←					
BEST MATCH SITE	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX					

Table A18-5 (Continued)

STANDARDIZED SCORES ON PARENT FACTORS (SPRING 1974) FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL

	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA			SPONSOR'S SITES		
	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match	FT	NFT Local	NFT Best Match
School's Receptivity	56.5	47.5	48.2	51.5	47.5	47.5	48.3	48.3	48.5	52.3	48.4	48.5	52.2	47.9	
Number	21	30	22	40	18	30	19	12	34	33	5	34	113	65	
Local Mean Difference	9.0 ←			4.0 ←						3.9 ←			4.3 ←		
Best Match Mean Difference	8.3 ←			4.0 ←						3.8 ←					
Talks with Teacher	52.1	47.0	44.7	52.8	54.7	47.0	55.6	41.0	47.6	54.6	57.4	47.6	53.8	50.0	
Number	19	18	19	33	16	18	7	7	24	27	4	24	86	45	
Local Mean Difference	5.1 ←						14.6 ←				→ 2.8		3.8 ←		
Best Match Mean Difference	7.4 ←			5.8 ←			8.0 ←			7.0 ←					
School Helped Parent Personally	59.8	49.1	47.3	51.4	47.4	49.1	47.0	49.2	47.3	52.6	50.7	47.3	52.7	49.1	
Number	21	30	22	40	20	30	20	13	33	34	6	33	115	69	
Local Mean Difference	10.7 ←			4.0 ←									3.6 ←		
Best Match Mean Difference	12.5 ←									5.3 ←					
Satisfaction with Teacher	52.9	51.0	47.4	51.7	48.6	51.0	46.7	53.1	48.6	54.3	49.8	48.6	51.4	50.6	
Number	21	29	19	25	19	29	16	13	28	33	5	28	95	66	
Local Mean Difference				3.1 ←				→ 6.4		4.5 ←					
Best Match Mean Difference	5.5 ←									5.7 ←					
BEST MATCH SITE	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX					

Figure A18-1

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND INCOME WITH COHORT II SITES IN CALIFORNIA PROCESS MODEL HIGHLIGHTED

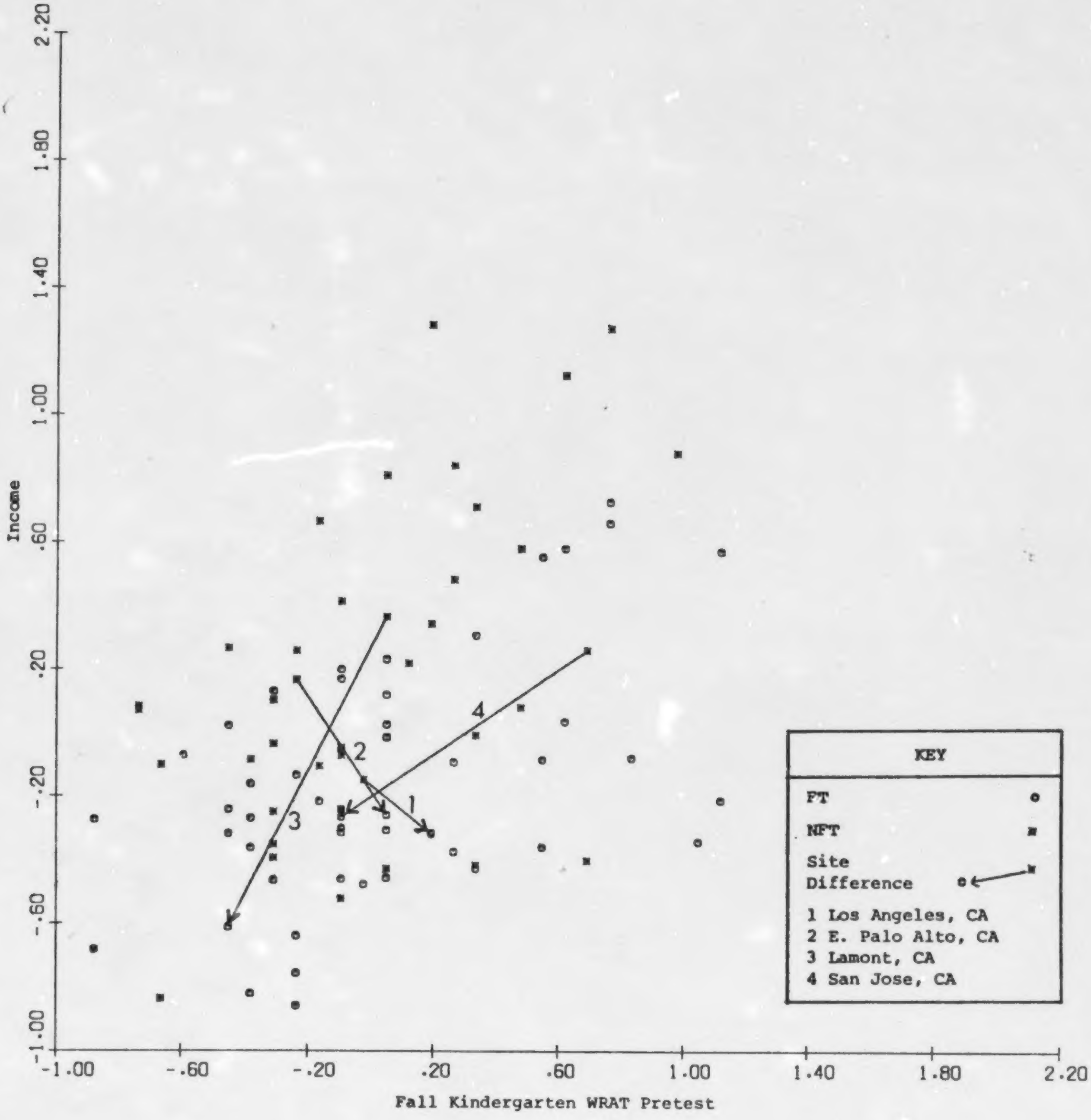


Figure A18-2

FT AND NFT GROUP STANDARDIZED SCORES FOR PRETEST ACHIEVEMENT AND POSTTEST READING WITH COHORT II SITES IN CALIFORNIA PROCESS MODEL HIGHLIGHTED

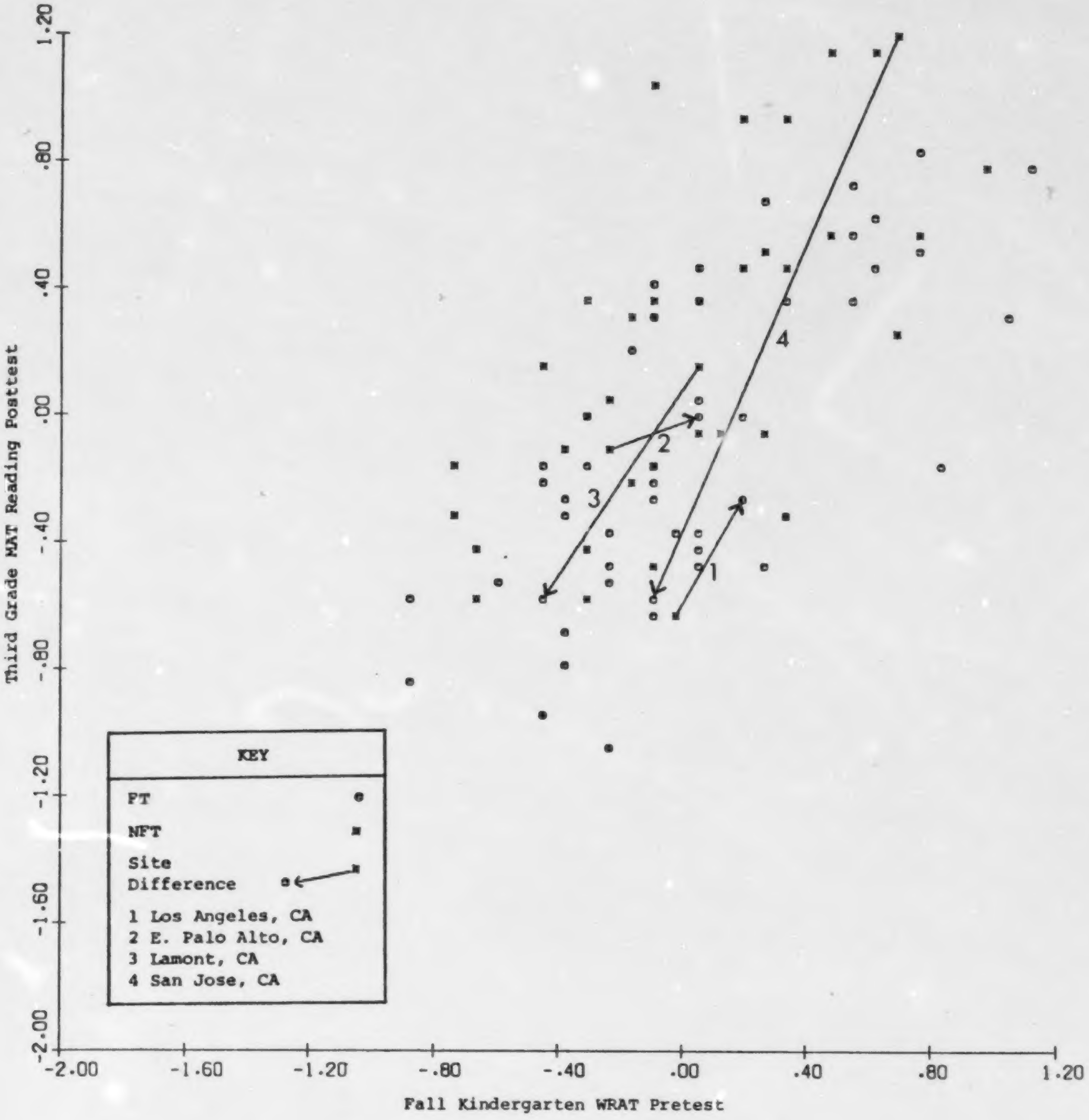
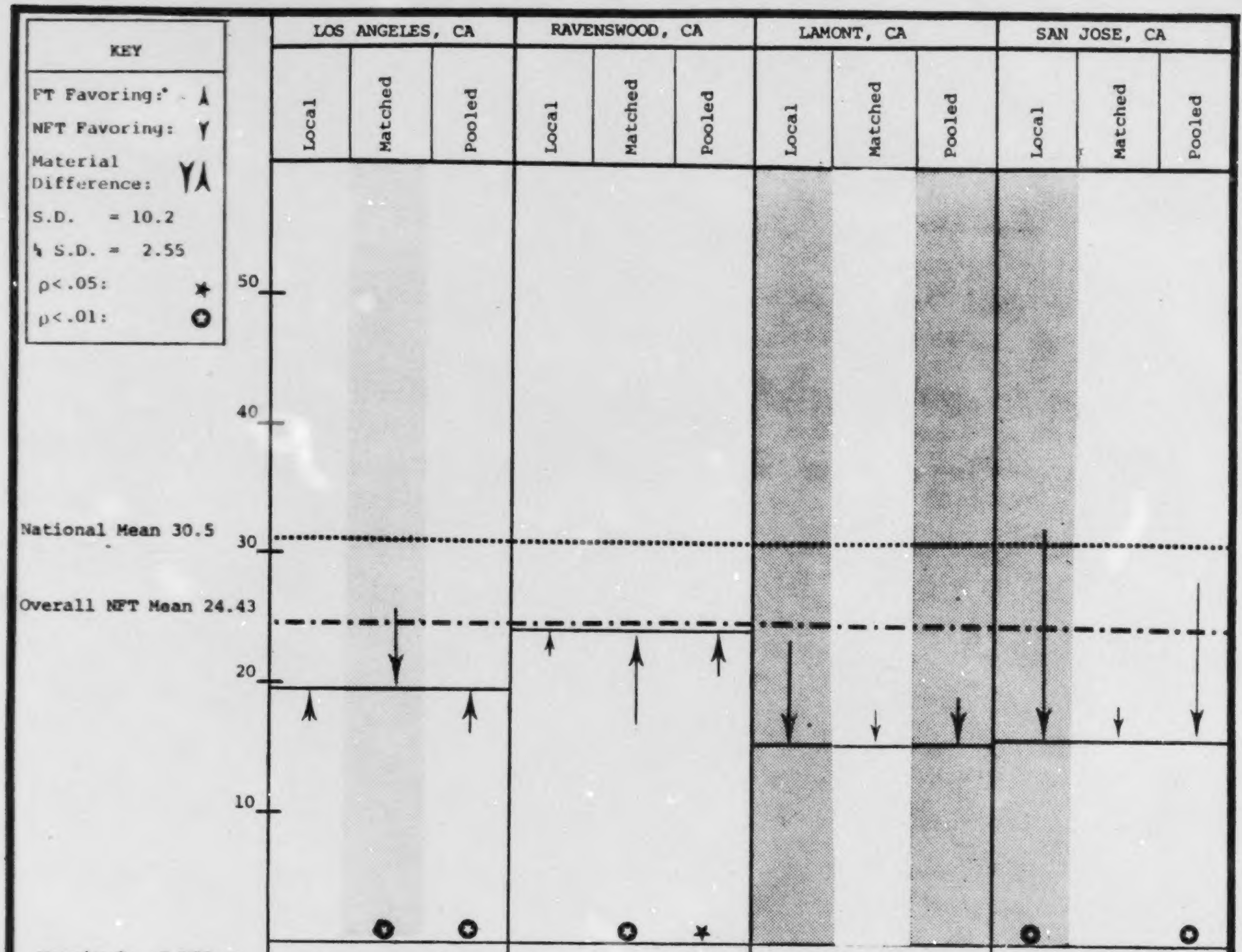


Table A18-6

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME
ON MAT WORD KNOWLEDGE FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	2.78	-6.99	2.85	2.04	7.42	2.84	-7.97	-2.52	-3.13	-16.21	-2.07	-12.68
Standard Error	2.32	1.67	.90	3.34	1.57	1.18	6.44	3.11	1.78	5.31	2.31	1.74
FT Mean	18.98			23.45			15.59			15.74		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

PS

FKW
PS

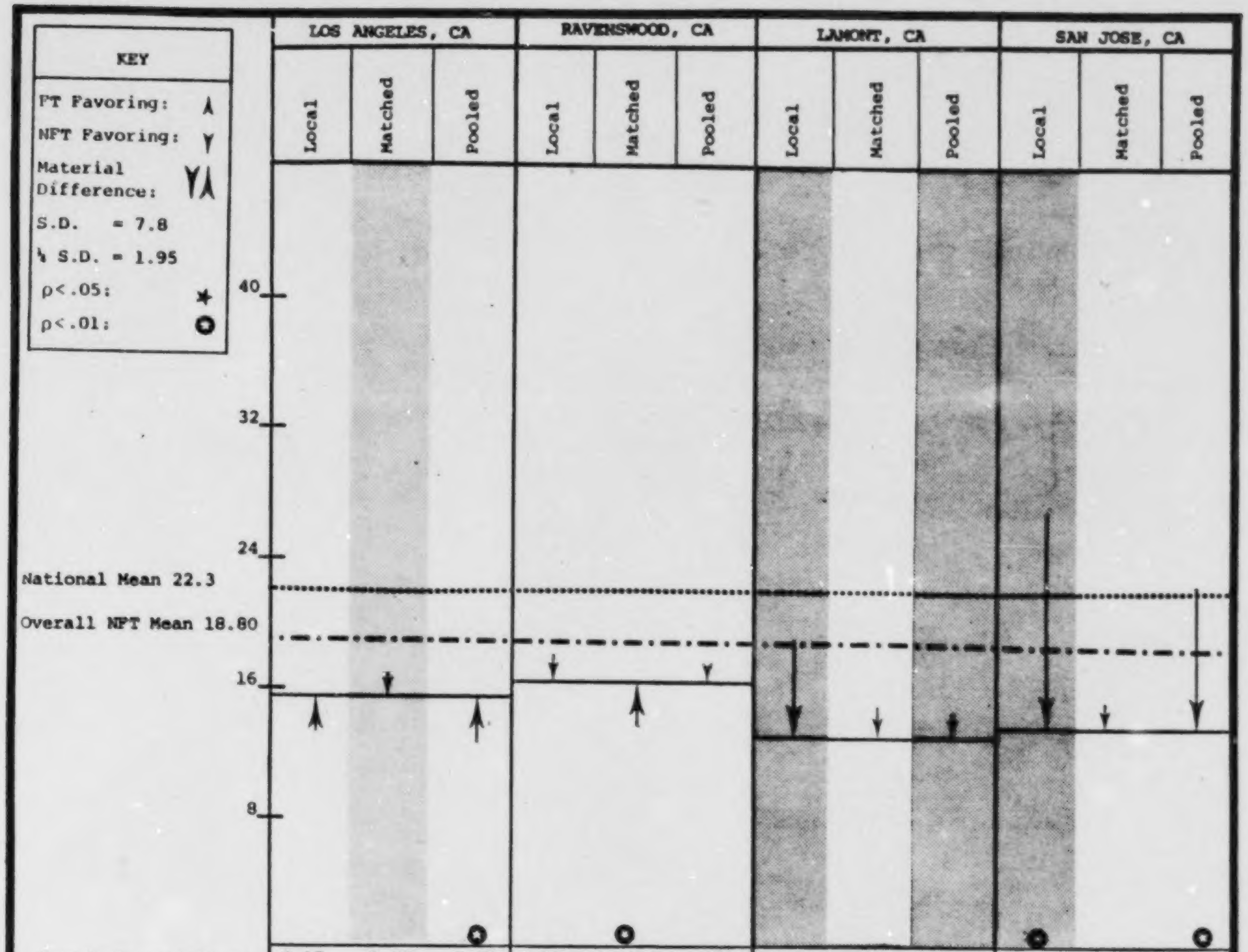
FKW FKW

1205

1206

Table A18-7

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT READING FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	2.15	-1.44	2.89	-1.67	2.86	-.78	-6.08	-1.91	-1.59	-13.47	-1.67	-8.83
Standard Error	1.52	1.14	.62	2.19	.90	.65	4.21	2.17	1.26	2.09	1.63	1.36
FT Mean	15.65			16.32			12.89			13.24		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

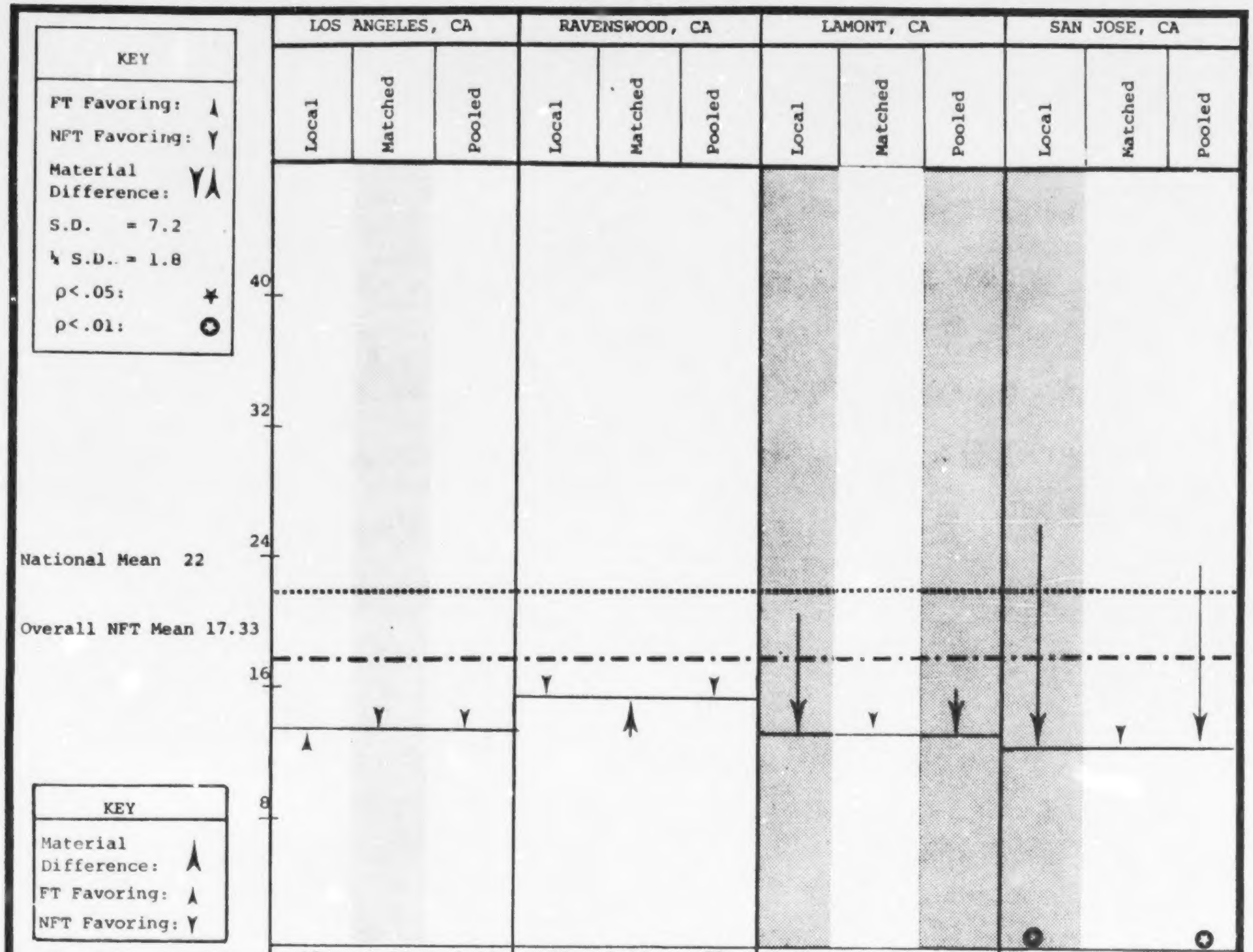
PS

FKW FKW FKW

PS

Table A18-8

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH CONCEPTS FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



	LOS ANGELES, CA Local	LOS ANGELES, CA Matched	LOS ANGELES, CA Pooled	RAVENSWOOD, CA Local	RAVENSWOOD, CA Matched	RAVENSWOOD, CA Pooled	LAMONT, CA Local	LAMONT, CA Matched	LAMONT, CA Pooled	SAN JOSE, CA Local	SAN JOSE, CA Matched	SAN JOSE, CA Pooled
Magnitude of Effect	.97	-1.34	-1.08	-.46	1.98	-.77	-7.49	-1.17	-2.33	-13.82	-1.23	-10.54
Standard Error	1.48	1.12	.63	2.15	1.06	.82	4.14	2.25	1.17	2.05	1.56	1.11
FT Mean		13.69			15.42			13.37			12.39	
No. of FT Children		98			74			27			42	
Matched NFT Site		Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX	

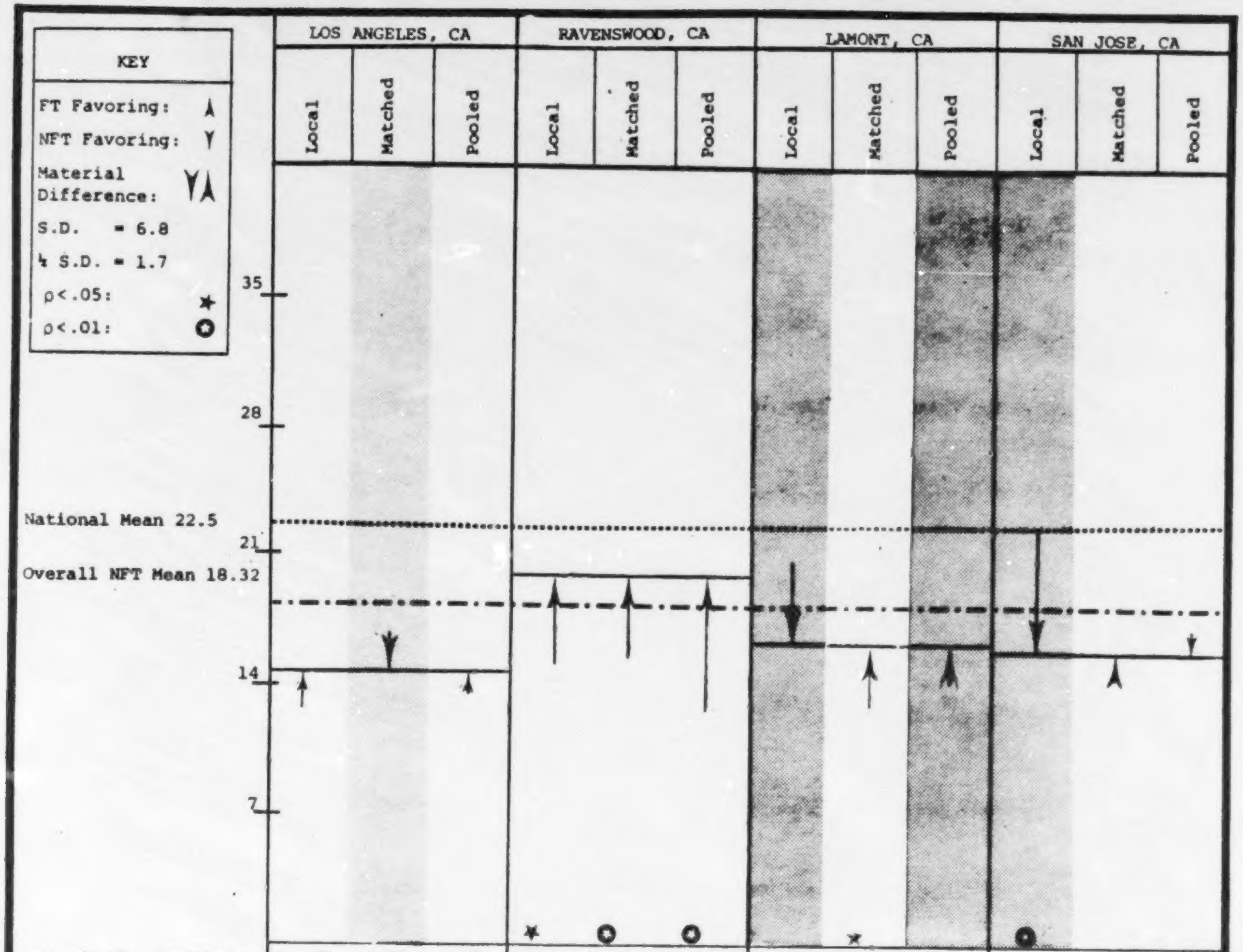
PS

F KW
PS

FKW FKW

Table A18-9

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH COMPUTATIONS FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.36	-1.81	1.05	5.06	4.66	7.31	-4.40	3.46	1.87	-6.82	2.25	-1.02
Standard Error	1.53	1.15	.63	2.21	1.17	.91	4.25	1.69	1.14	2.11	1.20	1.03
FT Mean	14.96			19.62			16.15			16.05		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

PS

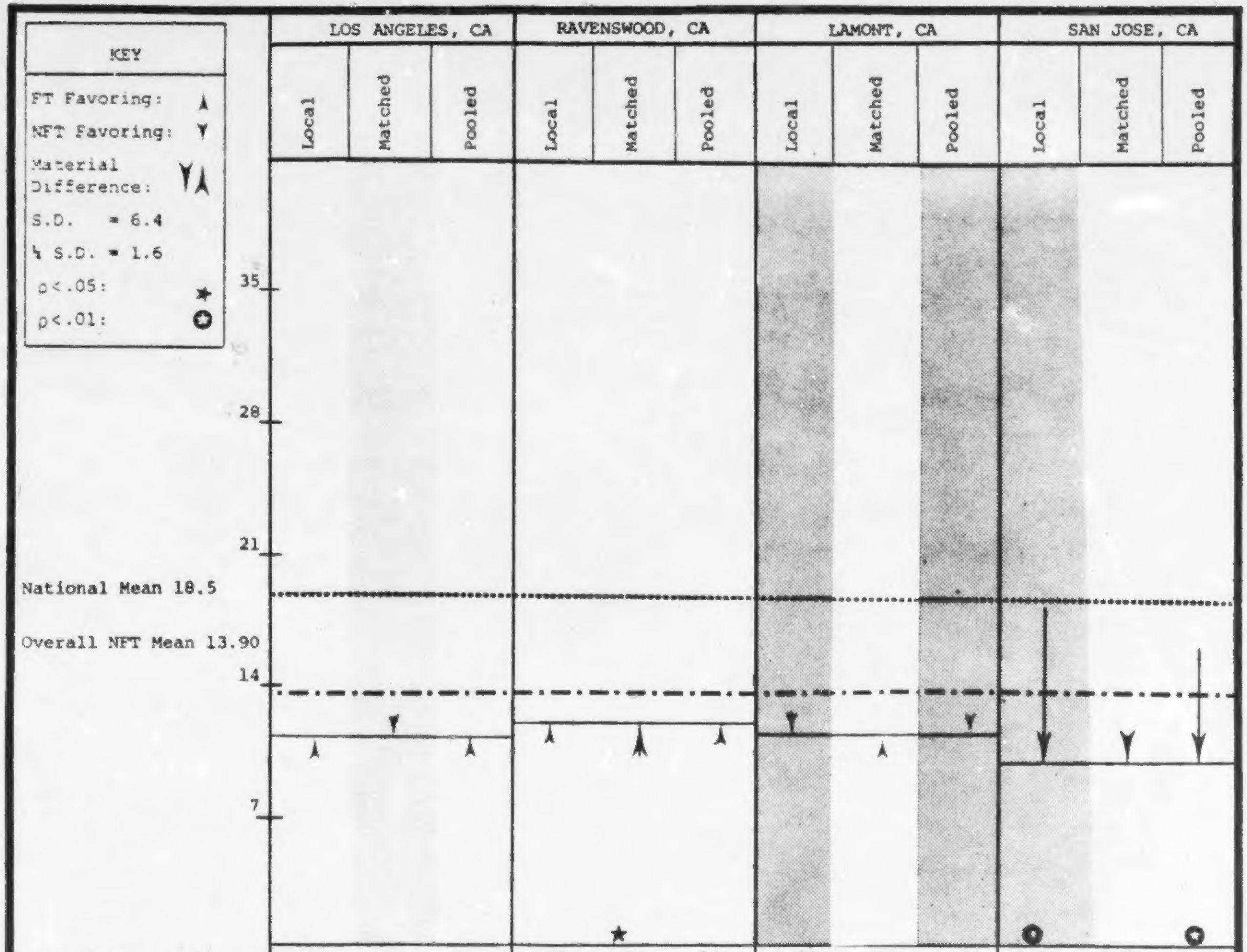
FKW
PS

FKW

FKW

Table A18-10

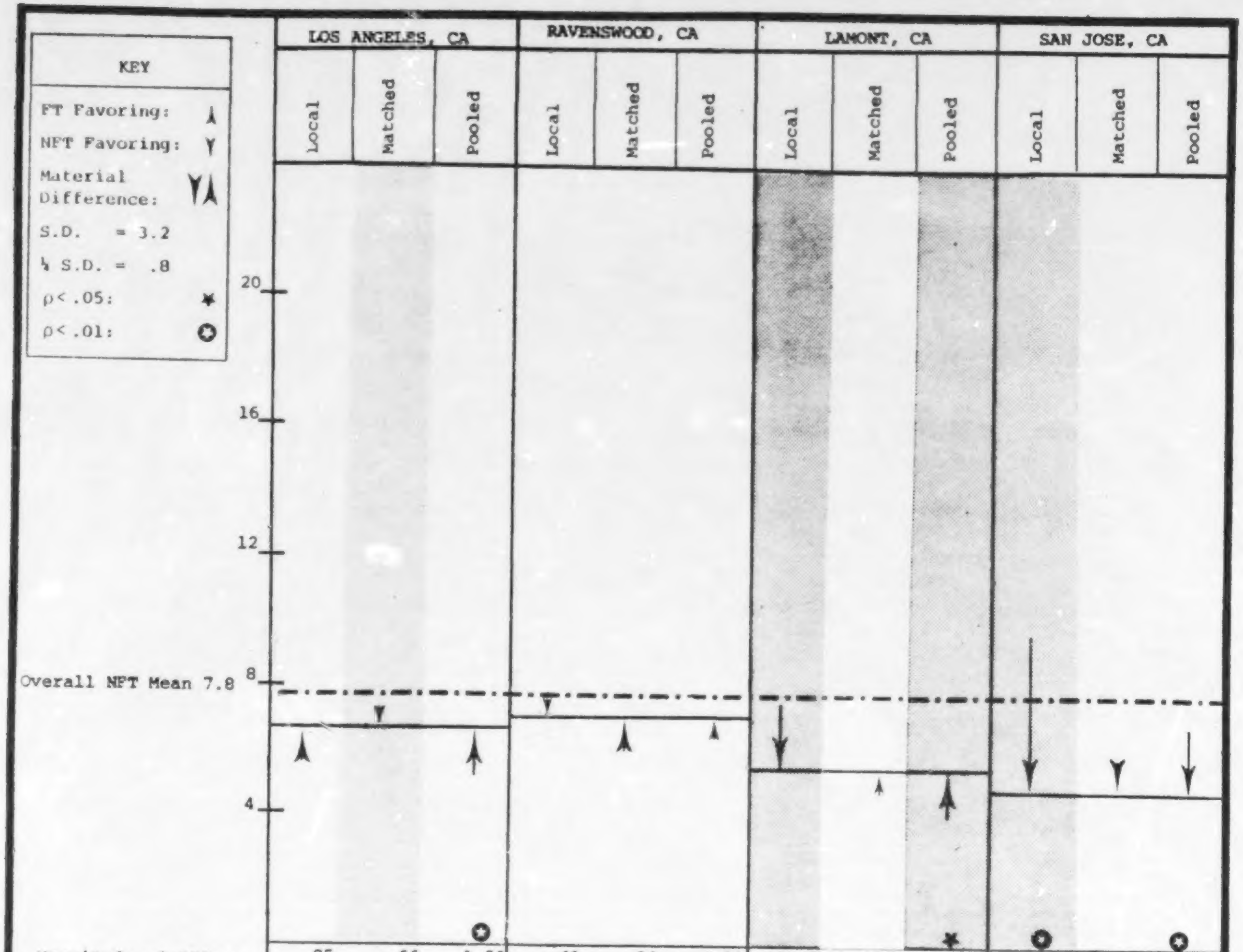
DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT MATH PROBLEM SOLVING FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



	Los Angeles, CA Local	Los Angeles, CA Matched	Los Angeles, CA Pooled	Ravenswood, CA Local	Ravenswood, CA Matched	Ravenswood, CA Pooled	Lamont, CA Local	Lamont, CA Matched	Lamont, CA Pooled	San Jose, CA Local	San Jose, CA Matched	San Jose, CA Pooled
Magnitude of Effect	.23	-.78	.72	.19	1.84	.59	-1.58	.93	-.03	-8.60	-1.64	-6.36
Standard Error	1.33	.95	.49	1.92	.90	.72	3.69	1.93	1.08	1.83	1.43	1.13
FT Mean	11.33			12.39			11.30			9.74		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		
		PS					FKW PS		FKW	FKW		

Table A18-11

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART A FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
Magnitude of Effect	.85	-.66	1.53	-.61	.94	.66	-2.07	.29	1.31	-4.89	-.92	-1.96
Standard Error	.73	.55	.29	1.04	.50	.36	2.02	1.01	.55	.99	.73	.53
FT Mean	6.76			6.90			5.63			5.00		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		

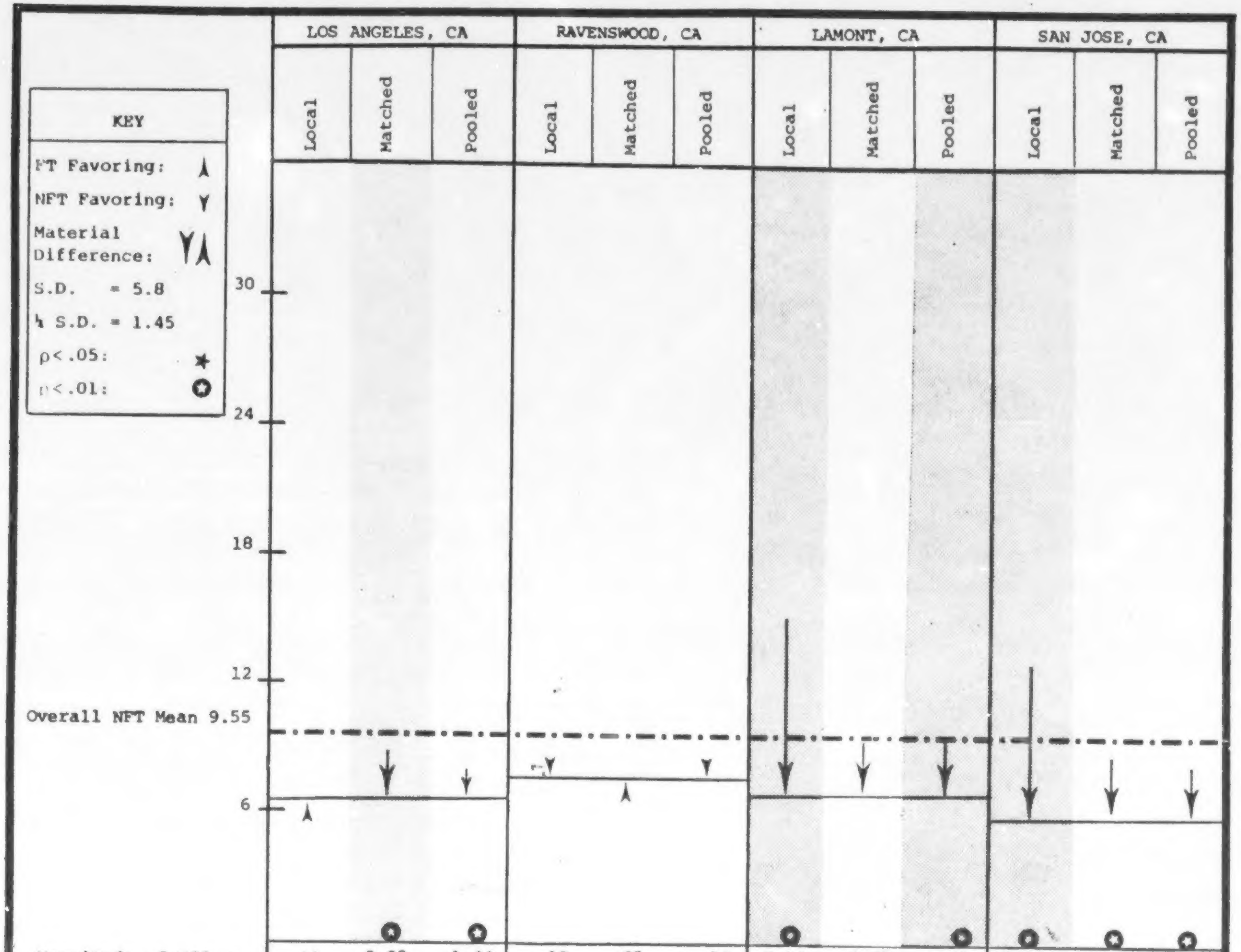
PS

FKW
PS

FKW FKW

Table A18-12

DIFFERENCES BETWEEN FT AND NFT ADJUSTED THIRD GRADE OUTCOME ON MAT LANGUAGE PART B FOR COHORT II SITES IN CALIFORNIA PROCESS MODEL



	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled	Local	Matched	Pooled
		✪	✪				✪		✪	✪	✪	✪
Magnitude of Effect	.11	-2.29	-1.44	-.18	.85	-.14	-8.14	-2.41	-2.53	-7.03	-2.78	-2.31
Standard Error	1.03	.78	.41	1.48	.68	.49	2.83	1.45	.84	1.03	.91	.67
FT Mean	6.40			7.58			6.59			5.67		
No. of FT Children	98			74			27			42		
Matched NFT Site	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX		
		PS					FKW PS		FKW	FKW		

Table A18-13

RATE OF ATTRITION AND DESCRIPTION OF CHILDREN RETAINED AND NOT RETAINED IN THE COHORT II ANALYTIC SAMPLE BY PRESENCE OF PRETEST AND INCOME DATA FOR CALIFORNIA PROCESS MODEL

SPONSOR 22	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA		
	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL	FT	NFT	TOTAL
TOTAL REGISTRATION *Number*	259	179	438	149	138	287	68	74	142	179	120	299
CHILDREN RETAINED *Percent*	37.8	36.9	37.4	49.7	13.0	32.1	39.7	32.4	35.9	23.5	10.8	18.4
Number	98	66	164	74	18	92	27	24	51	42	13	55
No WRAT *Percent*	0	9	4	4	22	8	4	4	4	7	8	7
Number	0	6	6	3	4	7	1	1	2	3	1	4
No Income *Percent*	53	47	51	35	11	30	0	8	4	38	8	31
Number	52	31	83	26	2	28	0	2	2	16	1	17
WRAT Score *Mean*	32	28	31	30	26	29	22	30	26	27	40	30
Standard Deviation	11	13	12	13	16	13	10	16	13	10	15	12
Number	98	60	158	71	14	85	26	23	49	39	12	51
Income *Mean*	4467	4914	4660	4687	5906	4992	3556	6523	4888	4654	6958	5381
Standard Deviation	2177	2475	2306	3171	2939	3137	1745	2427	2540	2407	3003	2788
Number	46	35	81	48	16	64	27	22	49	26	12	38
CHILDREN NOT RETAINED *Percent*	62.2	63.1	62.6	50.3	87.0	67.9	60.3	67.6	64.1	76.5	89.2	81.6
Number	161	113	274	75	120	195	41	50	91	137	107	244
No WRAT *Percent*	17	14	16	13	24	20	7	16	12	12	14	13
Number	28	16	44	10	29	39	3	8	11	16	15	31
No Income *Percent*	66	49	59	48	41	44	29	56	44	55	42	50
Number	106	55	161	36	49	85	12	28	40	76	45	121
WRAT Score *Mean*	30	27	29	31	31	31	19	24	22	27	33	30
Standard Deviation	14	13	14	12	12	12	10	12	11	11	15	13
Number	133	97	230	65	91	156	38	42	80	121	92	213
Income *Mean*	4045	4345	4199	4987	6549	5995	3397	6182	4598	5615	6645	6134
Standard Deviation	2489	2171	2325	3119	2999	3119	1754	2982	2720	2618	3068	2888
Number	55	58	113	39	71	110	29	22	51	61	62	123

Table A18-14

MEANS AND STANDARD DEVIATIONS FOR THE COVARIATES USED IN THE ANALYTIC SAMPLE OF THE COHORT II CHILDREN FOR THE CALIFORNIA PROCESS MODEL

	LOS ANGELES, CA			**RAVENSWOOD, CA**			LAMONT, CA			SAN JOSE, CA			SPONSOR'S SITES		
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT	
		Local	Match		Local	Match		Local	Match		Local	Match		Local	Match
Fall Kindergarten WRAT *Mean*	32.2	28.3	30.2	30.0	26.3	28.3	22.1	30.4	25.2	27.2	38.9	25.2	27.9	31.0	
Standard Deviation	11.3	13.1	10.9	12.8	16.0	13.1	9.5	15.6	10.8	9.9	15.4	10.8			
Highest Occupation in Household *Mean*	13.8	13.5	13.6	13.6	14.4	13.5	11.8	13.6	13.5	12.6	14.3	13.5	13.0	14.0	
Standard Deviation	2.1	1.8	1.7	1.7	2.3	1.8	1.7	2.3	2.0	0.6	2.5	2.0			
Family Income in Dollars *Mean*	4467	4914	4222	4687	5906	4914	3556	6523	4402	4654	6923	4402	4341	6066	
Standard Deviation	2177	2475	2682	3171	2939	2475	1745	2427	2756	2407	2878	2756			
Missing Income Information *No. Missing*	52	31	33	26	2	31	0	2	32	16	1	32			
Valid Cases	46	35	36	48	16	35	27	22	46	26	13	46			
Ethnic Membership/Race *Percent White*	0	0	10	0	11	0	15	54	4	5	57	4	5	30	
Percent Black	99	92	90	100	89	92	0	0	55	10	0	55	52	45	
Sex (Percent Male)	48	53	49	49	72	53	52	67	41	52	29	41	50	55	
Entry Age in Months *Mean*	55.7	54.9	59.4	55.9	54.2	54.9	56.6	60.0	59.4	54.4	55.1	59.4	55.7	56.1	
Standard Deviation	3.5	4.4	5.6	4.1	3.7	4.4	3.8	3.4	3.7	3.6	4.4	3.7			
Percent with English as First Language	100	98	100	100	100	98	15	75	77	33	86	77	62	90	
MATCHED SITE	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX					

Table A18-15

MEANS AND STANDARD DEVIATIONS FOR THE OUTCOME MEANS FOR COHORT II CHILDREN IN THE CALIFORNIA PROCESS MODEL

	LOS ANGELES, CA			RAVENSWOOD, CA			LAMONT, CA			SAN JOSE, CA			SPONSOR'S SITES			ALL SITES	
	FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT		FT	NFT
		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		Local	Best Match		
Total Reading Mean	34.63	28.24	38.20	39.77	38.44	28.28	28.48	43.29	29.30	28.98	62.87	29.30	32.96	43.33		38.36	43.58
Standard Deviation	15.28	13.17	16.95	15.86	17.22	13.17	16.50	18.42	15.04	18.16	15.67	15.04					
Total Mathematics Mean	39.98	37.09	40.90	47.43	39.44	37.09	40.81	49.33	33.60	38.17	66.93	33.60	41.60	48.00		45.83	49.36
Standard Deviation	16.85	11.24	16.92	19.78	10.12	11.24	17.77	18.24	12.83	19.31	18.57	12.83					
Language Mean	13.16	12.27	14.86	14.49	13.61	12.27	12.22	17.21	12.49	10.67	20.07	12.49	12.64	15.75		16.24	17.53
Standard Deviation	6.07	4.88	7.13	6.29	4.69	4.88	6.51	9.41	5.86	6.05	9.52	5.86					
Spelling Mean	12.75	11.30	17.45	19.82	18.83	11.30	9.93	17.75	9.13	15.09	25.93	9.13	14.40	18.45		15.73	18.92
Standard Deviation	11.23	11.76	11.96	12.18	15.24	11.76	11.03	10.05	10.31	9.70	7.48	10.31					
Raven's Progressive Matrices Mean	17.85	15.18	17.32	17.73	17.67	15.18	19.70	19.17	17.56	20.50	23.93	17.56	18.94	18.86		18.26	19.06
Standard Deviation	4.65	4.40	4.27	4.54	4.76	4.40	4.18	4.85	4.31	3.98	2.28	4.31					
Coopersmith's Self-Esteem Mean	35.32	35.05	35.45	38.40	35.28	35.05	33.44	37.37	36.08	37.67	39.40	36.08	36.21	36.94		35.25	36.53
Standard Deviation	7.52	8.62	6.98	6.50	7.16	8.62	6.14	8.35	6.83	6.25	6.43	6.83					
IARS - Locus Negative Mean	9.15	9.06	10.13	10.09	9.22	9.06	9.67	10.37	8.56	9.48	10.40	8.56	9.60	9.84		9.69	9.9
Standard Deviation	2.47	2.67	3.22	3.15	3.33	2.67	2.62	1.97	2.96	2.88	2.64	2.96					
IARS - Locus Positive Mean	15.63	15.38	15.59	14.84	15.28	15.38	15.37	16.75	14.64	14.52	16.47	14.64	15.09	15.96		15.13	15.6
Standard Deviation	2.48	2.63	2.49	3.49	2.82	2.63	2.86	1.60	2.91	2.52	1.96	2.91					
Word Knowledge Mean	18.98	15.18	22.25	23.45	20.44	15.18	15.59	24.12	15.74	15.74	34.73	15.74	18.44	23.59		21.42	24.66
Standard Deviation	9.75	8.98	11.06	10.53	12.06	8.98	9.97	11.95	9.72	10.67	8.42	9.72					
Reading Mean	15.65	13.06	15.96	16.32	18.00	13.06	12.89	19.17	13.55	13.24	28.13	13.55	15.28	19.73		16.94	18.92
Standard Deviation	6.56	5.32	7.01	6.06	6.05	5.32	7.06	7.39	6.21	8.09	7.83	6.21					
Mathematics Computations Mean	14.96	14.27	16.17	19.62	13.06	14.27	16.15	17.29	12.81	16.05	21.53	12.81	16.70	16.42		17.70	18.02
Standard Deviation	6.81	4.60	6.83	8.44	3.81	4.60	6.72	5.47	4.22	6.34	8.06	4.22					
Mathematics Concepts Mean	13.69	12.61	13.64	15.42	14.56	12.61	13.37	17.75	11.15	12.39	25.53	11.15	13.72	17.60		15.49	17.3
Standard Deviation	6.89	5.23	6.28	7.41	4.62	5.23	6.91	7.14	6.16	7.36	6.13	6.16					
Mathematics Problem Solving Mean	11.33	10.21	11.09	12.39	11.83	10.21	11.30	14.29	9.64	9.74	19.87	9.64	11.19	14.22		12.63	13.96
Standard Deviation	5.23	3.80	5.80	6.33	4.15	3.80	5.86	7.39	5.07	7.14	6.19	5.07					
Language Part A Mean	6.76	5.77	6.65	6.90	6.89	5.77	5.63	6.50	5.50	5.00	9.60	5.50	6.07	7.18		7.37	7.83
Standard Deviation	3.17	2.83	3.27	3.26	2.97	2.83	2.62	3.55	3.01	3.23	2.44	3.01					
Language Part B Mean	6.40	6.50	8.20	7.58	6.72	6.50	6.59	10.71	6.99	5.67	10.47	6.99	6.56	8.57		8.87	9.70
Standard Deviation	3.94	3.46	4.94	4.28	2.91	3.46	4.74	6.76	3.94	3.86	8.16	3.94					
BEST MATCH SITE	Richmond, VA			Los Angeles, CA			Houston, TX			Houston, TX							

Table A18-16

ETHNIC DISTRIBUTION FOR COHORT II CHILDREN IN THE CALIFORNIA PROCESS MODEL

	LOS ANGELES, CA		E. PALO ALTO, CA		LAMONT, CA		SAN JOSE, CA	
	FT	NFT	FT	NFT	FT	NFT	FT	NFT
American Indian								
Percent								
Number								
Black								
Percent	99	92	100	89			10	
Number	97	61	74	16			4	
Oriental								
Percent								
Number								
Mexican American								
Percent	1	8			70	46	86	43
Number	1	5			19	11	36	6
Puerto Rican								
Percent					15			
Number					4			
Other Spanish Surname								
Percent								
Number								
White								
Percent				11	15	54	5	57
Number				2	4	7	2	8
Other								
Percent								
Number								

Table A18-25

REGRESSION COEFFICIENTS FOR THE COVARIATES INCLUDED IN THE COHORT II LOCAL ANALYSES FOR THE CAL PROCESS MODEL

CODE

FKW = Fall Kindergarten WRAT
NOWRAT = Missing WRAT
NOINC = Missing Income
ETH2 = WRAT x Ethnicity (2)
PO215622 = Income
SEX = Sex
ENTAGE = Entry Age
OCCUP = Occupation
ETH1 = White vs. Other
LANG = First Language
NOOCC = Missing Occupation

MAT Total Reading

VARIABLE	B	STD ERROR B
FKW	.50440337	.81800392E-01
NOWRAT	-1.1180981	4.5606615
NOINC	-2.3869010	5.6942700
ETH2	4.5460448	3.0249252
PO215622	-.15130740E-03	.38146906E-03
SEX	-.94879467	1.9854820
ENTAGE	-.34582166	.25746939
OCCUP	.40407805	.51436906
ETH1	-1.4622918	3.9150248
LANG	-6.1390196	5.0398353
NOOCC	-.30741013E-01	5.0037687

MAT Total Mathematics

VARIABLE	B	STD ERROR B
FKW	.68537611	.86125178E-01
NOWRAT	-6.9626615	4.8017836
NOINC	-3.9494527	5.9953260
ETH2	-.30417808	3.1847437
PO215622	-.10596608E-04	.41153732E-03
SEX	-.17425044	2.0904544
ENTAGE	-.13261983	.27108180
OCCUP	.15827452	.54136375
ETH1	3.0271560	4.1220172
LANG	-8.3015813	5.3302913
NOOCC	2.4465304	6.1106138

MAT Spelling

VARIABLE	B	STD ERROR B
FKW	.36064100	.58556671E-01
NOWRAT	-3.2208052	3.2647416
NOINC	-1.1910537	4.0762334
ETH2	-.75818450E-01	2.1653147
PO215622	-.28082468E-04	.27307307E-03
SEX	-2.5572437	1.4213039
ENTAGE	-.14952115	.18436903
OCCUP	.21907171	.36821021
ETH1	.26237309	2.8025639
LANG	-4.5800285	3.6077575
NOOCC	.68887829	4.1546179

MAT Language

VARIABLE	B	STD ERROR B
FKW	.18436332	.32861539E-01
NOWRAT	-3.2886999	1.8321527
NOINC	-.27743949	2.2875568
ETH2	1.6916078	1.2151622
PO215622	-.63387522E-04	.15324741E-03
SEX	-.21542183	.79732590
ENTAGE	-.77305450E-01	.10343708
OCCUP	.16099806	.20663728
ETH1	.50775879	1.5727814
LANG	-6.0004847	2.0246510
NOOCC	.56483995	2.3315457

Raven's

VARIABLE	B	STD ERROR B
FKW	.11600279	.23172470E-01
NOWRAT	.77853122	1.2910473
NOINC	-1.3500127	1.6130747
ETH2	-.36516036	.85637481
PO215622	-.38487554E-04	.10806281E-03
SEX	1.4326266	.56244869
ENTAGE	-.93974805E-01	.72936105E-01
OCCUP	.32906274E-01	.14571192
ETH1	.44366991	1.1070509
LANG	-1.6644635	1.4276879
NOOCC	.92360528	1.5440965

Coopersmith

VARIABLE	B	STD ERROR B
FKW	.81271045E-01	.39874740E-01
NOWRAT	.69470855	2.2231596
NOINC	3.4861437	2.7757532
ETH2	1.1070393	1.4744947
PO215622	.14096007E-03	.18575254E-03
SEX	-1.7549494	.96735156
ENTAGE	.16706955	.12550713
OCCUP	.41377065	.25073654
ETH1	-.71760739	1.4084348
LANG	-1.2425736	2.4587397
NOOCC	-3.1097467	2.8291799

IARS(+)

VARIABLE	B	STD ERROR B
FKW	.34670401E-01	.14929722E-01
NOWRAT	.44418502	.83238487
NOINC	.97933440	1.0392844
ETH2	.50052949	.55207332
PO215622	.32817440E-04	.69623463E-04
SEX	-.60120772	.36237819
ENTAGE	-.21479793E-01	.45941786E-01
OCCUP	.34609014E-01	.93879585E-01
ETH1	.39648154E-01	.71454710
LANG	-1.3931917	.91984082
NOOCC	-.50681737	1.0592694

Table A18-25 (cont.)

IARS(-)

VARIABLE	B	STD ERROR B
FKW	.49106242E-01	.14907737E-01
NOWRAT	-.13229195E-01	.83115912
NOINC	1.6246160	1.0377539
ETH2	-.15348702	.55126035
P0215622	.47144632E-04	.69520942E-04
SEX	-.35777366	.36134476
ENTAGE	.30559051E-01	.40922587E-01
OCCUP	.38600639E-01	.43741343E-01
ETH1	.46703364E-01	.71349487
LANG	-.32561139	.91848628
NOOCC	-1.1897794	1.0577095

MAT Word Knowledge

VARIABLE	B	STD ERROR B
FKW	.31635156	.52730589E-01
NOWRAT	-1.2948738	2.7399170
NOINC	-1.4567168	3.0706696
ETH2	2.8927510	1.9498790
P0215622	-.44529433E-04	.24590454E-03
SEX	-.62873677	1.2798916
ENTAGE	-.22002527	.16597124
OCCUP	.17475982	.33157523
ETH1	-1.5417886	2.5237274
LANG	-3.2585232	3.2488045
NOOCC	.32067503	3.7412552

MAT Reading

VARIABLE	B	STD ERROR B
FKW	.18805181	.34440805E-01
NOWRAT	.17677576	1.9201968
NOINC	-.93018421	2.3974853
ETH2	1.6532938	1.2735560
P0215622	-.10677797E-03	.16061172E-03
SEX	-.37001590	.83595686
ENTAGE	-.12549539	.10840355
OCCUP	.22931824	.21656723
ETH1	.79496798E-01	1.6483614
LANG	-2.6804963	2.1219456
NOOCC	-.35141604	2.4435881

MAT Math Concepts

VARIABLE	B	STD ERROR B
FKW	.23232915	.33884304E-01
NOWRAT	-2.5895767	1.8891700
NOINC	-.56074595	2.3587444
ETH2	-.40049494	1.2529785
P0215622	-.47851740E-04	.15801652E-03
SEX	-.35250464	.82244932
ENTAGE	-.37103468E-01	.10665195
OCCUP	.18873535	.21306790
ETH1	1.2029784	1.6217249
LANG	-2.7010182	2.0876588
NOOCC	-.19803711	2.4041042

MAT Math Computations

VARIABLE	B	STD ERROR B
FKW	.19726386	.34791314E-01
NOWRAT	-3.4780810	1.9397389
NOINC	-2.1433640	2.4218849
ETH2	-.16577328	1.2805180
P0215622	.54650607E-04	.16224629E-03
SEX	.31139473	.84446451
ENTAGE	-.46760440E-01	.10950679
OCCUP	-.83953091E-01	.21877127
ETH1	.26659678	1.6651370
LANG	-3.4605250	2.1435410
NOOCC	1.7312083	2.4684568

MAT Math Problem Solving

VARIABLE	B	STD ERROR B
FKW	.15578310	.30193421E-01
NOWRAT	-2.6900029	1.6833901
NOINC	-1.2450428	2.1018175
ETH2	.26219515	1.1164965
P0215622	-.17395469E-04	.14080441E-03
SEX	-.13314033	.73286317
ENTAGE	-.64755752E-01	.95034775E-01
OCCUP	.53497261E-01	.18985926
ETH1	1.5576108	1.4450786
LANG	-2.1400387	1.8602584
NOOCC	.91335913	2.1422346

MAT Language Part A

VARIABLE	B	STD ERROR B
FKW	.81160560E-01	.16509942E-01
NOWRAT	-.68265145	.92048771
NOINC	.17192834	1.1492942
ETH2	.22974600	.61050691
P0215622	-.53101660E-04	.70992496E-04
SEX	-.44026695	.40073393
ENTAGE	-.25617227E-01	.51965979E-01
OCCUP	-.53615594E-01	.10381617
ETH1	.11336208	.79017754
LANG	-1.4364123	1.0172063
NOOCC	-.20303126	1.1713866

MAT Language Part B

VARIABLE	B	STD ERROR B
FKW	.10320276	.23215072E-01
NOWRAT	-2.6160484	1.2943225
NOINC	-.44736780	1.0100422
ETH2	1.4619418	.85845014
P0215622	-.11245862E-04	.10926140E-03
SEX	.22084611	.56348272
ENTAGE	-.50688222E-01	.73070104E-01
OCCUP	.21441365	.14547870
ETH1	.39439671	1.1110808
LANG	-4.5920724	1.4303127
NOOCC	.76787121	1.6471181